

2023-2024 State Performance Profile

ACADIA PARISH

Total Public Population: 9603



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	57.69%	83.16%	83.80%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	5.0%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	98.6%	>99%	>99%	≥ 98.8%	99.0%	98.6%	99.0%	99.0%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	98.8%		97.4%	>99%	98.4%	98.7%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	13.7%	38.7%	43.9%	≥ 15.5%	16.8%	7.4%	41.6%	42.5%	≥ 19.5%
8th Grade	7.6%	11.1%	30.7%	30.1%	≥ 8.0%	12.6%	14.3%	46.3%	47.2%	≥ 12.5%
10th Grade	11.9%	7.1%	40.3%	41.3%	≥ 9.0%	10.1%	7.3%	43.3%	41.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	42.9%	≥ 55.0%	54.6%	42.9%	≥ 54.0%
8th Grade	64.3%	66.7%	≥ 62.0%	61.6%	88.9%	≥ 60.0%
10th Grade	58.0%	80.0%	≥ 53.0%	73.7%	80.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-20	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	72.9%	≥73.00%
15.00%	11.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	84.40%	73.00%
67.36%	85.00%	72.50%
58.58%	81.80%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	75.60%	65.60%
55.32%	64.40%	57.60%
54.28%	84.4	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	75.61%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	18.42%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	57.89%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	>95%	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

ALLEN PARISH

Total Public Population: 4072



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	94.12%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	8.5%	38.7%	31.2%	≥ 15.5%	16.8%	10.6%	41.6%	37.6%	≥ 19.5%
8th Grade	7.6%	3.7%	30.7%	21.6%	≥ 8.0%	12.6%	7.4%	46.3%	49.5%	≥ 12.5%
10th Grade	11.9%	16.0%	40.3%	40.8%	≥ 9.0%	10.1%	9.1%	43.3%	50.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	63.6%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-50	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	76.2%	≥73.00%
15.00%	20.4%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	66.70%	73.00%
67.36%	88.90%	72.50%
58.58%	75.00%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	76.20%	65.60%
55.32%	76.20%	57.60%
54.28%	50	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	19.44%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	52.78%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	>95%	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

ASCENSION PARISH

Total Public Population: 25156



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	90.84%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	98.7%	>99%	>99%		99.0%	98.7%	>99%	>99%	
10th Grade	97.0%	96.2%	98.1%	98.5%		97.4%	96.9%	98.4%	98.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	32.0%	38.7%	56.5%	≥ 15.5%	16.8%	35.1%	41.6%	63.3%	≥ 19.5%
8th Grade	7.6%	16.1%	30.7%	47.7%	≥ 8.0%	12.6%	17.7%	46.3%	59.9%	≥ 12.5%
10th Grade	11.9%	25.5%	40.3%	65.3%	≥ 9.0%	10.1%	18.9%	43.3%	62.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	65.0%	≥ 55.0%	54.6%	52.4%	≥ 54.0%
8th Grade	64.3%	75.9%	≥ 62.0%	61.6%	62.1%	≥ 60.0%
10th Grade	58.0%	71.4%	≥ 53.0%	73.7%	82.1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	65.8%	≥73.00%
15.00%	21.6%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	18.4%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	73.10%	73.00%
67.36%	78.30%	72.50%
58.58%	72.60%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	68.90%	65.60%
55.32%	67.50%	57.60%
54.28%	62.9	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	44.76%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	65.03%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	>95%	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ASSUMPTION PARISH

Total Public Population: 3016



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	14.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

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

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

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	93.33%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	9.5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	92.9%	98.4%	98.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	6.9%	38.7%	24.0%	≥ 15.5%	16.8%	6.9%	41.6%	25.0%	≥ 19.5%
8th Grade	7.6%	4.8%	30.7%	27.0%	≥ 8.0%	12.6%	10.0%	46.3%	12.5%	≥ 12.5%
10th Grade	11.9%	30.8%	40.3%	56.8%	≥ 9.0%	10.1%	18.2%	43.3%	53.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	71.4%	≥ 62.0%	61.6%	71.4%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-10	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	72.3%	≥73.00%
15.00%	12.2%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	16.7%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	70.60%	73.00%
67.36%	64.70%	72.50%
58.58%	70.60%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	60.00%	65.60%
55.32%	50.00%	57.60%
54.28%	65	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	73.68%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	<5%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

AVOYELLES PARISH

Total Public Population: 5052



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	84.00%	83.16%	91.32%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	97.8%	>99%	98.2%	≥ 98.8%	99.0%	97.8%	98.2%	98.2%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	98.4%		97.4%	97.1%	98.4%	98.6%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	2.2%	38.7%	25.1%	≥ 15.5%	16.8%	6.5%	41.6%	33.7%	≥ 19.5%
8th Grade	7.6%	3.3%	30.7%	29.9%	≥ 8.0%	12.6%	6.7%	46.3%	36.6%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	30.3%	≥ 9.0%	10.1%	3.7%	43.3%	27.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	33.3%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	71.4%	≥ 62.0%	61.6%	64.3%	≥ 60.0%
10th Grade	58.0%	50.0%	≥ 53.0%	73.7%	66.7%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	65.9%	≥73.00%
15.00%	19.6%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	17.3%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	57.90%	73.00%
67.36%	45.80%	72.50%
58.58%	50.00%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	55.60%	65.60%
55.32%	44.40%	57.60%
54.28%	51.9	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	11.36%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	25.00%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

BEAUREGARD PARISH

Total Public Population: 6036



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	93.01%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	6.4%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.9%	>99%	>99%		>99%	98.9%	>99%	>99%	
8th Grade	98.9%	98.2%	>99%	>99%	≥ 98.8%	99.0%	98.2%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	20.2%	38.7%	39.6%	≥ 15.5%	16.8%	21.3%	41.6%	46.0%	≥ 19.5%
8th Grade	7.6%	8.5%	30.7%	34.1%	≥ 8.0%	12.6%	6.4%	46.3%	36.6%	≥ 12.5%
10th Grade	11.9%	5.6%	40.3%	35.4%	≥ 9.0%	10.1%	9.8%	43.3%	37.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	66.7%	≥ 62.0%	61.6%	66.7%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	68.6%	≥73.00%
15.00%	15.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	34.4%	≥17.25%
6.25%	7.5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	66.70%	73.00%
67.36%	81.80%	72.50%
58.58%	72.70%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	50.00%	65.60%
55.32%	68.80%	57.60%
54.28%	43.8	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	23.33%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	83.33%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

BIENVILLE PARISH

Total Public Population: 1978



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	69.23%	83.16%	89.21%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	16.7%	38.7%	49.6%	≥ 15.5%	16.8%	16.7%	41.6%	43.5%	≥ 19.5%
8th Grade	7.6%	5.6%	30.7%	31.5%	≥ 8.0%	12.6%	11.1%	46.3%	45.9%	≥ 12.5%
10th Grade	11.9%	5.0%	40.3%	42.1%	≥ 9.0%	10.1%	<1%	43.3%	44.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	75.0%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	66.7%	≥ 62.0%	61.6%	66.7%	≥ 60.0%
10th Grade	58.0%	<1%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	82.5%	≥73.00%
15.00%	10.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	23.3%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	<5%	73.00%
67.36%	>95%	72.50%
58.58%	100.00%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	<5%	65.60%
55.32%	<5%	57.60%
54.28%	>95%	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	23.53%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	47.06%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

BOSSIER PARISH

Total Public Population: 23952



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	12.9%
Gifted and Talented Students	<5%	5.2%
Regular Education Students	≥80%	81.9%

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

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

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	83.33%	83.16%	86.83%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	20.1%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	21.7%	38.7%	46.9%	≥ 15.5%	16.8%	16.5%	41.6%	46.3%	≥ 19.5%
8th Grade	7.6%	10.2%	30.7%	38.3%	≥ 8.0%	12.6%	9.7%	46.3%	48.7%	≥ 12.5%
10th Grade	11.9%	21.5%	40.3%	51.8%	≥ 9.0%	10.1%	11.1%	43.3%	53.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	69.6%	≥ 55.0%	54.6%	65.2%	≥ 54.0%
8th Grade	64.3%	78.6%	≥ 62.0%	61.6%	75.0%	≥ 60.0%
10th Grade	58.0%	51.9%	≥ 53.0%	73.7%	85.2%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	71.9%	≥73.00%
15.00%	16.6%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	7.8%	≥17.25%
6.25%	6.3%	≤4.90%
2.91%	21.4%	≤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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	40.00%	73.00%
67.36%	41.20%	72.50%
58.58%	60.00%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	63.20%	65.60%
55.32%	36.80%	57.60%
54.28%	63.2	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	52.90%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	36.46%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	69.27%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

CADDO PARISH

Total Public Population: 35630



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	66.67%	83.16%	79.58%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	16.3%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	97.3%	98.1%	97.9%		97.4%	97.6%	98.4%	98.6%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	8.4%	38.7%	29.2%	≥ 15.5%	16.8%	8.7%	41.6%	31.7%	≥ 19.5%
8th Grade	7.6%	4.0%	30.7%	28.0%	≥ 8.0%	12.6%	8.4%	46.3%	38.9%	≥ 12.5%
10th Grade	11.9%	8.4%	40.3%	30.4%	≥ 9.0%	10.1%	5.4%	43.3%	37.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	66.7%	≥ 55.0%	54.6%	80.0%	≥ 54.0%
8th Grade	64.3%	76.6%	≥ 62.0%	61.6%	61.7%	≥ 60.0%
10th Grade	58.0%	62.1%	≥ 53.0%	73.7%	69.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	69.1%	≥73.00%
15.00%	7.8%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	16.5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	55.70%	73.00%
67.36%	53.00%	72.50%
58.58%	40.80%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	51.90%	65.60%
55.32%	43.70%	57.60%
54.28%	43.7	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	37.61%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	70.64%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

CALCASIEU PARISH

Total Public Population: 29717



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	16.4%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	90.30%	83.16%	92.35%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	13.6%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	98.8%	>99%	99.0%	≥ 98.8%	99.0%	98.8%	99.0%	99.0%	≥ 98.8%
10th Grade	97.0%	97.9%	98.1%	97.5%		97.4%	98.5%	98.4%	98.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	18.9%	38.7%	43.0%	≥ 15.5%	16.8%	20.9%	41.6%	46.5%	≥ 19.5%
8th Grade	7.6%	9.3%	30.7%	33.9%	≥ 8.0%	12.6%	14.8%	46.3%	45.5%	≥ 12.5%
10th Grade	11.9%	12.8%	40.3%	48.6%	≥ 9.0%	10.1%	10.3%	43.3%	47.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	71.4%	≥ 55.0%	54.6%	52.4%	≥ 54.0%
8th Grade	64.3%	66.7%	≥ 62.0%	61.6%	72.5%	≥ 60.0%
10th Grade	58.0%	51.9%	≥ 53.0%	73.7%	77.8%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	66.5%	≥73.00%
15.00%	18.4%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	20.6%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	68.90%	73.00%
67.36%	72.60%	72.50%
58.58%	58.90%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	51.80%	65.60%
55.32%	54.50%	57.60%
54.28%	44.5	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	42.94%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	64.42%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

CALDWELL PARISH

Total Public Population: 1434



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	17.4%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	90.91%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	3.4%	38.7%	26.1%	≥ 15.5%	16.8%	3.4%	41.6%	27.7%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	19.7%	≥ 8.0%	12.6%	6.7%	46.3%	38.5%	≥ 12.5%
10th Grade	11.9%	5.6%	40.3%	18.3%	≥ 9.0%	10.1%	5.6%	43.3%	30.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	75.8%	≥73.00%
15.00%	18.3%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	8.8%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	50.00%	73.00%
67.36%	60.00%	72.50%
58.58%	61.50%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	64.70%	65.60%
55.32%	58.80%	57.60%
54.28%	70.6	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

CAMERON PARISH

Total Public Population: 1167



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	15.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

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

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

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	33.33%	83.16%	94.87%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	15.4%	38.7%	34.6%	≥ 15.5%	16.8%	15.4%	41.6%	48.7%	≥ 19.5%
8th Grade	7.6%	16.7%	30.7%	36.7%	≥ 8.0%	12.6%	33.3%	46.3%	56.1%	≥ 12.5%
10th Grade	11.9%	28.6%	40.3%	69.4%	≥ 9.0%	10.1%	14.3%	43.3%	73.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	50.0%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	74.7%	≥73.00%
15.00%	8.2%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	<5%	73.00%
67.36%	>95%	72.50%
58.58%	100.00%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	>95%	65.60%
55.32%	>95%	57.60%
54.28%	>95%	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	92.60%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

CATAHOULA PARISH

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://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	<5%	83.16%	86.17%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	98.6%		99.0%	>99%	98.6%	98.6%	
10th Grade	97.0%	75.0%	98.1%	90.6%		97.4%	75.0%	98.4%	91.5%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	22.0%	≥ 15.5%	16.8%	<1%	41.6%	23.7%	≥ 19.5%
8th Grade	7.6%	12.5%	30.7%	18.8%	≥ 8.0%	12.6%	<1%	46.3%	39.1%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	22.9%	≥ 9.0%	10.1%	<1%	43.3%	38.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	50.0%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-10	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	89.7%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	9.1%	≥17.25%
6.25%	9.1%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	95.19%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	20.00%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	20.00%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

CLAIBORNE PARISH

Total Public Population: 1752



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	17.6%
Gifted and Talented Students	<5%	8.5%
Regular Education Students	≥80%	73.9%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	84.21%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	8.7%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	18.6%	≥ 15.5%	16.8%	5.6%	41.6%	23.9%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	13.5%	≥ 8.0%	12.6%	8.3%	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	14.0%	≥ 9.0%	10.1%	4.3%	43.3%	17.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	66.7%	≥ 55.0%	54.6%	66.7%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	50.0%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-20	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	89.6%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	17.1%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	77.80%	73.00%
67.36%	84.60%	72.50%
58.58%	44.40%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	66.70%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	20.69%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	65.52%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

CONCORDIA PARISH

Total Public Population: 3173



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	12.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

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

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

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	90.91%	83.16%	79.43%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	96.9%		97.4%	>99%	98.4%	98.0%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	25.0%	38.7%	36.5%	≥ 15.5%	16.8%	12.5%	41.6%	25.9%	≥ 19.5%
8th Grade	7.6%	5.9%	30.7%	20.2%	≥ 8.0%	12.6%	<1%	46.3%	30.8%	≥ 12.5%
10th Grade	11.9%	50.0%	40.3%	49.5%	≥ 9.0%	10.1%	42.9%	43.3%	44.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	66.7%	≥ 53.0%	73.7%	33.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	72.1%	≥73.00%
15.00%	20.9%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	11.4%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	40.00%	73.00%
67.36%	40.00%	72.50%
58.58%	33.30%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	33.30%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	50.00%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	13.33%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	40.00%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

DESOTO PARISH

Total Public Population: 5202



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	5.3%	38.7%	37.3%	≥ 15.5%	16.8%	13.2%	41.6%	51.7%	≥ 19.5%
8th Grade	7.6%	12.5%	30.7%	44.6%	≥ 8.0%	12.6%	12.5%	46.3%	84.6%	≥ 12.5%
10th Grade	11.9%	23.3%	40.3%	61.4%	≥ 9.0%	10.1%	9.1%	43.3%	54.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	33.3%	≥ 55.0%	54.6%	33.3%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-80	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	76.7%	≥73.00%
15.00%	7.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	13.7%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	60.00%	73.00%
67.36%	80.00%	72.50%
58.58%	64.30%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	64.30%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	60.71%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	50.00%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	78.57%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

EAST BATON ROUGE PARISH

Total Public Population: 43063



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	9.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

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

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

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	69.70%	83.16%	72.88%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	26.6%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	97.9%	>99%	98.9%	≥ 98.8%	99.0%	97.9%	98.9%	98.9%	≥ 98.8%
10th Grade	97.0%	91.5%	98.1%	95.1%		97.4%	94.6%	98.4%	96.5%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	15.4%	38.7%	31.3%	≥ 15.5%	16.8%	15.1%	41.6%	37.3%	≥ 19.5%
8th Grade	7.6%	6.3%	30.7%	21.0%	≥ 8.0%	12.6%	11.8%	46.3%	38.5%	≥ 12.5%
10th Grade	11.9%	6.5%	40.3%	24.4%	≥ 9.0%	10.1%	7.1%	43.3%	32.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	55.3%	≥ 55.0%	54.6%	41.2%	≥ 54.0%
8th Grade	64.3%	44.8%	≥ 62.0%	61.6%	48.3%	≥ 60.0%
10th Grade	58.0%	64.8%	≥ 53.0%	73.7%	65.5%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	55.8%	≥73.00%
15.00%	16.8%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	9.2%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	59.00%	73.00%
67.36%	60.90%	72.50%
58.58%	42.40%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	50.00%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	58.90%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	40.13%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	57.24%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

EAST CARROLL PARISH

Total Public Population: 792



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	89.66%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	40.0%	38.7%	27.9%	≥ 15.5%	16.8%	<1%	41.6%	9.8%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	<1%	≥ 8.0%	12.6%	<1%	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	24.6%	≥ 9.0%	10.1%	<1%	43.3%	14.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	<1%	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥10	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥0	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	75.9%	≥73.00%
15.00%	13.8%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	>99%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

EAST FELICIANA PARISH

Total Public Population: 1754



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	12.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

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

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

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	63.64%	83.16%	86.61%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	92.3%	>99%	98.4%	≥ 98.8%	99.0%	92.3%	98.4%	98.4%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	97.9%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	20.0%	38.7%	25.2%	≥ 15.5%	16.8%	13.3%	41.6%	31.5%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	35.8%	≥ 8.0%	12.6%	20.0%	46.3%	42.3%	≥ 12.5%
10th Grade	11.9%	25.0%	40.3%	43.9%	≥ 9.0%	10.1%	20.0%	43.3%	31.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	50.0%	≥ 62.0%	61.6%	50.0%	≥ 60.0%
10th Grade	58.0%	25.0%	≥ 53.0%	73.7%	25.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-40	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	60.5%	≥73.00%
15.00%	24.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	33.00%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	66.67%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	88.89%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

EVANGELINE PARISH

Total Public Population: 5651



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	16.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

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

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

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	81.40%	83.16%	87.50%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	14.0%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	99.0%	≥ 98.8%	99.0%	>99%	99.0%	99.0%	≥ 98.8%
10th Grade	97.0%	98.0%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	10.8%	38.7%	35.2%	≥ 15.5%	16.8%	14.5%	41.6%	41.8%	≥ 19.5%
8th Grade	7.6%	3.7%	30.7%	25.8%	≥ 8.0%	12.6%	22.2%	46.3%	46.5%	≥ 12.5%
10th Grade	11.9%	7.9%	40.3%	36.3%	≥ 9.0%	10.1%	2.4%	43.3%	33.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	62.5%	≥ 55.0%	54.6%	75.0%	≥ 54.0%
8th Grade	64.3%	66.7%	≥ 62.0%	61.6%	66.7%	≥ 60.0%
10th Grade	58.0%	66.7%	≥ 53.0%	73.7%	83.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	72.8%	≥73.00%
15.00%	12.8%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	26.9%	≤4.90%
2.91%	11.5%	≤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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	46.20%	73.00%
67.36%	58.80%	72.50%
58.58%	45.50%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	50.00%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	15.79%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	63.16%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

FRANKLIN PARISH

Total Public Population: 2723



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	90.91%	83.16%	86.06%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	94.4%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	3.1%	38.7%	13.9%	≥ 15.5%	16.8%	<1%	41.6%	15.6%	≥ 19.5%
8th Grade	7.6%	7.9%	30.7%	19.5%	≥ 8.0%	12.6%	13.2%	46.3%	32.4%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	16.6%	≥ 9.0%	10.1%	10.0%	43.3%	27.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	80.0%	≥ 60.0%
10th Grade	58.0%	75.0%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	75.9%	≥73.00%
15.00%	7.3%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	5.0%	≥17.25%
6.25%	7.5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	60.00%	73.00%
67.36%	80.00%	72.50%
58.58%	80.00%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	50.00%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	16.13%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	48.39%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

GRANT PARISH

Total Public Population: 2925



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	83.33%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	9.3%	38.7%	30.5%	≥ 15.5%	16.8%	14.0%	41.6%	36.0%	≥ 19.5%
8th Grade	7.6%	6.7%	30.7%	24.1%	≥ 8.0%	12.6%	6.7%	46.3%	<1%	≥ 12.5%
10th Grade	11.9%	16.2%	40.3%	42.1%	≥ 9.0%	10.1%	6.7%	43.3%	37.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	<1%	≥ 54.0%
8th Grade	64.3%	75.0%	≥ 62.0%	61.6%	50.0%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥0	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	85.4%	≥73.00%
15.00%	7.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	45.1%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	50.00%	73.00%
67.36%	20.00%	72.50%
58.58%	33.30%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	33.30%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	61.90%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

IBERIA PARISH

Total Public Population: 11599



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	78.57%	83.16%	80.08%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	27.8%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	95.9%	98.1%	98.1%		97.4%	96.9%	98.4%	98.8%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	17.9%	38.7%	39.3%	≥ 15.5%	16.8%	22.0%	41.6%	45.8%	≥ 19.5%
8th Grade	7.6%	7.1%	30.7%	23.3%	≥ 8.0%	12.6%	13.1%	46.3%	40.8%	≥ 12.5%
10th Grade	11.9%	20.8%	40.3%	44.8%	≥ 9.0%	10.1%	16.8%	43.3%	43.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	75.0%	≥ 55.0%	54.6%	58.3%	≥ 54.0%
8th Grade	64.3%	72.2%	≥ 62.0%	61.6%	61.1%	≥ 60.0%
10th Grade	58.0%	63.6%	≥ 53.0%	73.7%	69.6%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	80.6%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	10.8%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	82.40%	73.00%
67.36%	72.70%	72.50%
58.58%	65.20%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	63.60%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	41.70%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	38.46%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	60.26%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

IBERVILLE PARISH

Total Public Population: 4332



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	90.91%	83.16%	89.66%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	8.3%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	25.0%	38.7%	34.0%	≥ 15.5%	16.8%	25.0%	41.6%	39.7%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	15.8%	≥ 8.0%	12.6%	5.0%	46.3%	36.1%	≥ 12.5%
10th Grade	11.9%	3.3%	40.3%	21.9%	≥ 9.0%	10.1%	<1%	43.3%	27.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	33.3%	≥ 62.0%	61.6%	33.3%	≥ 60.0%
10th Grade	58.0%	50.0%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	85.1%	≥73.00%
15.00%	6.2%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	33.3%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	55.60%	73.00%
67.36%	72.70%	72.50%
58.58%	66.70%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	64.30%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	37.50%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	62.50%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

JACKSON PARISH

Total Public Population: 2118



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	88.89%	83.16%	90.00%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	22.2%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	16.7%	38.7%	28.5%	≥ 15.5%	16.8%	11.1%	41.6%	19.4%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	27.1%	≥ 8.0%	12.6%	<1%	46.3%	26.5%	≥ 12.5%
10th Grade	11.9%	7.7%	40.3%	36.2%	≥ 9.0%	10.1%	5.9%	43.3%	32.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	33.3%	≥ 62.0%	61.6%	66.7%	≥ 60.0%
10th Grade	58.0%	50.0%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-10	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	81.7%	≥73.00%
15.00%	5.4%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	11.8%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	<5%	73.00%
67.36%	<5%	72.50%
58.58%	<5%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	>95%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	<5%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	19.05%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

JEFFERSON PARISH

Total Public Population: 51225



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	11.2%
Gifted and Talented Students	<5%	5.4%
Regular Education Students	≥80%	83.4%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	75.15%	83.16%	75.54%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	94.2%	98.1%	96.8%		97.4%	94.4%	98.4%	97.1%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	16.0%	38.7%	32.3%	≥ 15.5%	16.8%	14.1%	41.6%	32.9%	≥ 19.5%
8th Grade	7.6%	9.0%	30.7%	27.2%	≥ 8.0%	12.6%	11.6%	46.3%	41.1%	≥ 12.5%
10th Grade	11.9%	10.7%	40.3%	35.3%	≥ 9.0%	10.1%	11.5%	43.3%	40.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	72.5%	≥ 55.0%	54.6%	60.9%	≥ 54.0%
8th Grade	64.3%	67.9%	≥ 62.0%	61.6%	57.1%	≥ 60.0%
10th Grade	58.0%	55.6%	≥ 53.0%	73.7%	73.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	53.3%	≥73.00%
15.00%	21.4%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	6.7%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	75.30%	73.00%
67.36%	71.60%	72.50%
58.58%	68.10%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	66.40%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	76.00%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

JEFFERSON DAVIS PARISH

Total Public Population: 5615



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	18.8%	38.7%	56.2%	≥ 15.5%	16.8%	8.8%	41.6%	36.8%	≥ 19.5%
8th Grade	7.6%	9.5%	30.7%	20.6%	≥ 8.0%	12.6%	7.1%	46.3%	33.0%	≥ 12.5%
10th Grade	11.9%	7.5%	40.3%	37.3%	≥ 9.0%	10.1%	7.8%	43.3%	37.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	33.3%	≥ 54.0%
8th Grade	64.3%	66.7%	≥ 62.0%	61.6%	66.7%	≥ 60.0%
10th Grade	58.0%	63.6%	≥ 53.0%	73.7%	90.9%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	74.3%	≥73.00%
15.00%	18.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	<5%	73.00%
67.36%	50.00%	72.50%
58.58%	50.00%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	50.00%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	21.57%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	39.22%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LAFAYETTE PARISH

Total Public Population: 31419



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	8.0%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	73.68%	83.16%	86.18%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	21.8%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	98.6%	>99%	>99%	≥ 98.8%	99.0%	98.6%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	98.1%	98.1%	>99%		97.4%	96.4%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	17.1%	38.7%	49.7%	≥ 15.5%	16.8%	15.5%	41.6%	47.1%	≥ 19.5%
8th Grade	7.6%	12.1%	30.7%	39.7%	≥ 8.0%	12.6%	17.6%	46.3%	50.9%	≥ 12.5%
10th Grade	11.9%	24.6%	40.3%	53.2%	≥ 9.0%	10.1%	18.2%	43.3%	56.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	54.5%	≥ 55.0%	54.6%	66.7%	≥ 54.0%
8th Grade	64.3%	64.3%	≥ 62.0%	61.6%	59.5%	≥ 60.0%
10th Grade	58.0%	55.6%	≥ 53.0%	73.7%	83.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	66.6%	≥73.00%
15.00%	8.4%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	10.2%	≥17.25%
6.25%	5.7%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	66.70%	73.00%
67.36%	50.00%	72.50%
58.58%	44.40%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	36.40%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	92.00%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	30.38%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	55.70%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LAFOURCHE PARISH

Total Public Population: 14178



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	9.6%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

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

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

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	62.96%	83.16%	86.87%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	98.0%	>99%	>99%		99.0%	98.0%	>99%	>99%	
10th Grade	97.0%	93.9%	98.1%	97.7%		97.4%	96.3%	98.4%	98.5%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	22.1%	38.7%	52.4%	≥ 15.5%	16.8%	16.3%	41.6%	48.2%	≥ 19.5%
8th Grade	7.6%	13.2%	30.7%	40.3%	≥ 8.0%	12.6%	18.4%	46.3%	58.6%	≥ 12.5%
10th Grade	11.9%	10.3%	40.3%	39.8%	≥ 9.0%	10.1%	17.2%	43.3%	51.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	60.0%	≥ 55.0%	54.6%	55.0%	≥ 54.0%
8th Grade	64.3%	59.1%	≥ 62.0%	61.6%	54.5%	≥ 60.0%
10th Grade	58.0%	66.7%	≥ 53.0%	73.7%	80.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	75.5%	≥73.00%
15.00%	8.9%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	28.8%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	>95%	73.00%
67.36%	>95%	72.50%
58.58%	100.00%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	66.70%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	<5%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	75.00%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LASALLE PARISH

Total Public Population: 2597



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	12.9%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

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

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

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	<5%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	35.3%	38.7%	54.9%	≥ 15.5%	16.8%	17.6%	41.6%	45.7%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	46.0%	≥ 8.0%	12.6%	<1%	46.3%	63.1%	≥ 12.5%
10th Grade	11.9%	5.9%	40.3%	36.8%	≥ 9.0%	10.1%	<1%	43.3%	39.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	66.7%	≥ 55.0%	54.6%	66.7%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	85.7%	≥ 53.0%	73.7%	85.7%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-50	≤ 0.0	≥-40	≥-70	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	78.4%	≥73.00%
15.00%	14.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	<5%	73.00%
67.36%	50.00%	72.50%
58.58%	25.00%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	20.00%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	90.00%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	<5%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	40.00%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LINCOLN PARISH

Total Public Population: 5969



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.6%	>99%	>99%	≥ 98.8%	>99%	98.6%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	18.3%	38.7%	46.6%	≥ 15.5%	16.8%	20.0%	41.6%	44.7%	≥ 19.5%
8th Grade	7.6%	9.4%	30.7%	35.6%	≥ 8.0%	12.6%	9.6%	46.3%	33.3%	≥ 12.5%
10th Grade	11.9%	18.2%	40.3%	55.6%	≥ 9.0%	10.1%	13.6%	43.3%	56.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	88.9%	≥ 55.0%	54.6%	88.9%	≥ 54.0%
8th Grade	64.3%	30.0%	≥ 62.0%	61.6%	40.0%	≥ 60.0%
10th Grade	58.0%	53.8%	≥ 53.0%	73.7%	92.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	80.0%	≥73.00%
15.00%	6.3%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	12.1%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	>95%	73.00%
67.36%	>95%	72.50%
58.58%	100.00%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	>95%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	49.33%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	73.33%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LIVINGSTON PARISH

Total Public Population: 28309



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	88.89%	83.16%	92.58%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	98.8%	>99%	>99%		99.0%	98.8%	>99%	>99%	
10th Grade	97.0%	99.0%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	25.4%	38.7%	45.0%	≥ 15.5%	16.8%	27.9%	41.6%	54.4%	≥ 19.5%
8th Grade	7.6%	10.7%	30.7%	38.1%	≥ 8.0%	12.6%	18.0%	46.3%	55.1%	≥ 12.5%
10th Grade	11.9%	18.8%	40.3%	47.0%	≥ 9.0%	10.1%	14.2%	43.3%	51.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	59.1%	≥ 55.0%	54.6%	63.6%	≥ 54.0%
8th Grade	64.3%	65.8%	≥ 62.0%	61.6%	63.2%	≥ 60.0%
10th Grade	58.0%	33.3%	≥ 53.0%	73.7%	60.6%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	50.1%	≥73.00%
15.00%	34.1%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	56.5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	57.10%	73.00%
67.36%	63.80%	72.50%
58.58%	55.10%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	47.30%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	31.01%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	66.46%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

MADISON PARISH

Total Public Population: 1404



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	14.5%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	40.00%	83.16%	71.01%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	>95%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	97.6%	≥ 98.8%	99.0%	>99%	97.6%	97.6%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	97.6%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	2.0%	≥ 15.5%	16.8%	<1%	41.6%	9.1%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	1.2%	≥ 8.0%	12.6%	7.1%	46.3%	14.8%	≥ 12.5%
10th Grade	11.9%	4.3%	40.3%	2.0%	≥ 9.0%	10.1%	5.3%	43.3%	9.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	66.7%	≥ 55.0%	54.6%	33.3%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	60.0%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-10	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	67.7%	≥73.00%
15.00%	20.9%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	29.4%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	<5%	73.00%
67.36%	>95%	72.50%
58.58%	100.00%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	<5%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	<5%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	77.78%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

MOREHOUSE PARISH

Total Public Population: 3350



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	71.43%	83.16%	81.61%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	98.0%	98.1%	>99%		97.4%	94.7%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	2.0%	38.7%	19.6%	≥ 15.5%	16.8%	2.0%	41.6%	20.0%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	11.3%	≥ 8.0%	12.6%	<1%	46.3%	21.7%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	16.1%	≥ 9.0%	10.1%	3.1%	43.3%	22.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	14.3%	≥ 55.0%	54.6%	42.9%	≥ 54.0%
8th Grade	64.3%	40.0%	≥ 62.0%	61.6%	40.0%	≥ 60.0%
10th Grade	58.0%	50.0%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	84.9%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	14.0%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	7.0%	≤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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	>95%	73.00%
67.36%	>95%	72.50%
58.58%	<5%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	<5%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

NATCHITOCHES PARISH

Total Public Population: 5306



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	90.32%	83.16%	85.45%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	97.5%	>99%	98.1%		99.0%	97.5%	98.1%	98.1%	
10th Grade	97.0%	89.7%	98.1%	95.2%		97.4%	>99%	98.4%	97.8%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	23.3%	38.7%	34.4%	≥ 15.5%	16.8%	25.6%	41.6%	38.0%	≥ 19.5%
8th Grade	7.6%	3.1%	30.7%	35.4%	≥ 8.0%	12.6%	9.4%	46.3%	49.0%	≥ 12.5%
10th Grade	11.9%	7.4%	40.3%	39.9%	≥ 9.0%	10.1%	12.5%	43.3%	46.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	71.4%	≥ 62.0%	61.6%	71.4%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	75.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-40	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	75.7%	≥73.00%
15.00%	14.9%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	13.5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	92.30%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	20.63%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	49.21%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ORLEANS PARISH

Total Public Population: 2226



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	16.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥70%

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

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

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	20.00%	83.16%	17.24%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	99.0%	≥ 98.8%	>99%	>99%	>99%	99.0%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	96.2%	98.1%	98.5%		97.4%	>99%	98.4%	93.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	11.5%	38.7%	14.6%	≥ 15.5%	16.8%	11.5%	41.6%	29.1%	≥ 19.5%
8th Grade	7.6%	9.1%	30.7%	18.0%	≥ 8.0%	12.6%	27.3%	46.3%	43.7%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	1.6%	≥ 9.0%	10.1%	<1%	43.3%	4.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	33.3%	≥ 55.0%	54.6%	33.3%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	80.0%	≥ 60.0%
10th Grade	58.0%	<1%	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	78.9%	≥73.00%
15.00%	6.8%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	7.1%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	50.00%	73.00%
67.36%	33.30%	72.50%
58.58%	50.00%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	33.30%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	<5%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	>95%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

OUACHITA PARISH

Total Public Population: 18794



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	12.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

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

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

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	88.04%	83.16%	88.41%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	5.1%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	97.2%	98.1%	98.8%		97.4%	97.8%	98.4%	98.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	17.9%	38.7%	44.8%	≥ 15.5%	16.8%	16.4%	41.6%	44.9%	≥ 19.5%
8th Grade	7.6%	7.2%	30.7%	36.6%	≥ 8.0%	12.6%	11.1%	46.3%	11.1%	≥ 12.5%
10th Grade	11.9%	18.8%	40.3%	45.5%	≥ 9.0%	10.1%	12.7%	43.3%	47.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	55.2%	≥ 55.0%	54.6%	51.7%	≥ 54.0%
8th Grade	64.3%	81.8%	≥ 62.0%	61.6%	81.8%	≥ 60.0%
10th Grade	58.0%	61.5%	≥ 53.0%	73.7%	61.5%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥0	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	76.7%	≥73.00%
15.00%	9.9%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	11.4%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	10.4%	≤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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	>95%	73.00%
67.36%	>95%	72.50%
58.58%	66.70%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	75.00%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	18.11%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	59.06%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

PLAQUEMINES PARISH

Total Public Population: 4016



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	92.59%	83.16%	88.34%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	66.7%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	45.5%	38.7%	70.8%	≥ 15.5%	16.8%	36.4%	41.6%	68.9%	≥ 19.5%
8th Grade	7.6%	11.9%	30.7%	39.5%	≥ 8.0%	12.6%	21.4%	46.3%	52.8%	≥ 12.5%
10th Grade	11.9%	9.1%	40.3%	57.4%	≥ 9.0%	10.1%	20.0%	43.3%	60.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	62.5%	≥ 55.0%	54.6%	75.0%	≥ 54.0%
8th Grade	64.3%	37.5%	≥ 62.0%	61.6%	62.5%	≥ 60.0%
10th Grade	58.0%	20.0%	≥ 53.0%	73.7%	50.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	61.8%	≥73.00%
15.00%	21.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	43.1%	≥17.25%
6.25%	7.8%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	60.00%	73.00%
67.36%	66.70%	72.50%
58.58%	66.70%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	44.40%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

POINTE COUPEE PARISH

Total Public Population: 2625



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	75.00%	83.16%	74.25%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	9.1%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	95.2%	>99%	>99%	≥ 98.8%	>99%	95.2%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	92.3%	>99%	98.5%		99.0%	92.3%	98.5%	98.5%	
10th Grade	97.0%	66.7%	98.1%	91.9%		97.4%	71.4%	98.4%	93.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	16.7%	38.7%	32.7%	≥ 15.5%	16.8%	16.7%	41.6%	30.1%	≥ 19.5%
8th Grade	7.6%	5.9%	30.7%	20.9%	≥ 8.0%	12.6%	23.5%	46.3%	40.4%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	43.3%	≥ 9.0%	10.1%	N/A	43.3%	47.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	<1%	≥ 54.0%
8th Grade	64.3%	85.7%	≥ 62.0%	61.6%	85.7%	≥ 60.0%
10th Grade	58.0%	60.0%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-50	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	69.1%	≥73.00%
15.00%	7.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	8.3%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	>95%	73.00%
67.36%	<5%	72.50%
58.58%	<5%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	66.70%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	16.00%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	88.00%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

RAPIDES PARISH

Total Public Population: 22756



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	73.20%	83.16%	85.05%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	5.8%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	99.0%	>99%	>99%		99.0%	99.0%	>99%	>99%	
10th Grade	97.0%	97.9%	98.1%	>99%		97.4%	97.9%	98.4%	98.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	12.0%	38.7%	34.6%	≥ 15.5%	16.8%	13.7%	41.6%	41.8%	≥ 19.5%
8th Grade	7.6%	5.0%	30.7%	30.8%	≥ 8.0%	12.6%	10.6%	46.3%	47.1%	≥ 12.5%
10th Grade	11.9%	15.2%	40.3%	47.2%	≥ 9.0%	10.1%	12.7%	43.3%	49.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	23.5%	≥ 55.0%	54.6%	22.2%	≥ 54.0%
8th Grade	64.3%	43.5%	≥ 62.0%	61.6%	52.2%	≥ 60.0%
10th Grade	58.0%	39.1%	≥ 53.0%	73.7%	52.2%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	71.1%	≥73.00%
15.00%	16.3%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	16.0%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	5.1%	≤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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	48.90%	73.00%
67.36%	66.00%	72.50%
58.58%	52.30%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	47.50%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	28.42%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	80.00%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

RED RIVER PARISH

Total Public Population: 1405



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	83.33%	83.16%	91.55%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	98.9%	≥ 98.8%	>99%	>99%	>99%	98.9%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	98.9%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	98.9%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	7.1%	38.7%	29.1%	≥ 15.5%	16.8%	<1%	41.6%	24.4%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	4.4%	≥ 8.0%	12.6%	<1%	46.3%	18.7%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	31.2%	≥ 9.0%	10.1%	7.1%	43.3%	34.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	33.3%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-10	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	81.2%	≥73.00%
15.00%	11.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

RICHLAND PARISH

Total Public Population: 2883



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	60.00%	83.16%	77.52%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	5.3%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	95.8%	98.1%	>99%		97.4%	96.6%	98.4%	98.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	22.1%	≥ 15.5%	16.8%	3.4%	41.6%	30.2%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	20.8%	≥ 8.0%	12.6%	<1%	46.3%	25.8%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	24.5%	≥ 9.0%	10.1%	9.5%	43.3%	22.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	75.0%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	33.3%	≥ 53.0%	73.7%	57.1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	78.3%	≥73.00%
15.00%	14.2%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	87.50%	73.00%
67.36%	>95%	72.50%
58.58%	71.40%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	62.50%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	8.33%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	25.00%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

SABINE PARISH

Total Public Population: 3996



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	12.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

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

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

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	5.6%	38.7%	34.3%	≥ 15.5%	16.8%	8.3%	41.6%	40.7%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	36.1%	≥ 8.0%	12.6%	3.7%	46.3%	25.0%	≥ 12.5%
10th Grade	11.9%	13.0%	40.3%	43.9%	≥ 9.0%	10.1%	4.5%	43.3%	46.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	40.0%	≥ 55.0%	54.6%	<1%	≥ 54.0%
8th Grade	64.3%	57.1%	≥ 62.0%	61.6%	28.6%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	62.9%	≥73.00%
15.00%	26.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	24.4%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	57.10%	73.00%
67.36%	50.00%	72.50%
58.58%	46.70%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	33.30%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	26.32%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	54.39%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ST. BERNARD PARISH

Total Public Population: 8284



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	86.21%	83.16%	90.28%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	98.6%	>99%	>99%		99.0%	98.6%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	18.0%	38.7%	42.1%	≥ 15.5%	16.8%	16.4%	41.6%	48.1%	≥ 19.5%
8th Grade	7.6%	1.8%	30.7%	20.4%	≥ 8.0%	12.6%	14.5%	46.3%	42.7%	≥ 12.5%
10th Grade	11.9%	16.0%	40.3%	42.0%	≥ 9.0%	10.1%	10.0%	43.3%	39.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	33.3%	≥ 55.0%	54.6%	66.7%	≥ 54.0%
8th Grade	64.3%	76.9%	≥ 62.0%	61.6%	53.8%	≥ 60.0%
10th Grade	58.0%	57.1%	≥ 53.0%	73.7%	85.7%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	68.0%	≥73.00%
15.00%	18.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	37.3%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	81.80%	73.00%
67.36%	78.30%	72.50%
58.58%	62.50%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	61.50%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	62.16%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	75.00%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	75.00%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	88.89%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ST. CHARLES PARISH

Total Public Population: 9453



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	12.7%
Gifted and Talented Students	<5%	8.3%
Regular Education Students	≥80%	79.0%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	68.29%	83.16%	90.15%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	21.2%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	99.0%	>99%	>99%	≥ 98.8%	>99%	99.0%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	96.3%	98.1%	97.1%		97.4%	92.5%	98.4%	97.0%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	29.5%	38.7%	58.9%	≥ 15.5%	16.8%	17.0%	41.6%	44.6%	≥ 19.5%
8th Grade	7.6%	12.1%	30.7%	45.5%	≥ 8.0%	12.6%	18.2%	46.3%	58.3%	≥ 12.5%
10th Grade	11.9%	15.9%	40.3%	61.4%	≥ 9.0%	10.1%	19.5%	43.3%	58.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	76.9%	≥ 55.0%	54.6%	30.8%	≥ 54.0%
8th Grade	64.3%	37.5%	≥ 62.0%	61.6%	25.0%	≥ 60.0%
10th Grade	58.0%	50.0%	≥ 53.0%	73.7%	62.5%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	≥-50	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	70.7%	≥73.00%
15.00%	18.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	9.4%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	71.10%	73.00%
67.36%	74.40%	72.50%
58.58%	62.2	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	51.90%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	31.00%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	23.44%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	59.38%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ST. HELENA PARISH

Total Public Population: 1101



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	17.1%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	77.78%	83.16%	78.95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	27.3%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	94.1%	>99%	98.6%	≥ 98.8%	>99%	94.1%	>99%	98.6%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	97.9%		97.4%	94.4%	98.4%	93.7%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	7.1%	38.7%	7.5%	≥ 15.5%	16.8%	<1%	41.6%	13.4%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	1.4%	≥ 8.0%	12.6%	14.3%	46.3%	27.9%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	1.1%	≥ 9.0%	10.1%	<1%	43.3%	7.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	<1%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	50.0%	≥ 60.0%
10th Grade	58.0%	25.0%	≥ 53.0%	73.7%	25.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	84.0%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	16.7%	≥17.25%
6.25%	16.7%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ST. JAMES PARISH

Total Public Population: 3485



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	79.31%	83.16%	92.48%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	5.3%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	96.2%	>99%	>99%		99.0%	96.2%	>99%	>99%	
10th Grade	97.0%	96.9%	98.1%	98.4%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	18.0%	38.7%	31.6%	≥ 15.5%	16.8%	16.0%	41.6%	35.2%	≥ 19.5%
8th Grade	7.6%	8.7%	30.7%	43.5%	≥ 8.0%	12.6%	8.7%	46.3%	52.7%	≥ 12.5%
10th Grade	11.9%	21.4%	40.3%	47.0%	≥ 9.0%	10.1%	17.4%	43.3%	51.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	33.3%	≥ 55.0%	54.6%	66.7%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	50.0%	≥ 60.0%
10th Grade	58.0%	<1%	≥ 53.0%	73.7%	33.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	77.2%	≥73.00%
15.00%	11.8%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	13.1%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	61.90%	73.00%
67.36%	66.70%	72.50%
58.58%	37.5	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	64.70%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	92.90%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	55.56%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	77.78%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ST. JOHN THE BAPTIST PARISH

Total Public Population: 5529



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	39.13%	83.16%	64.05%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	10.0%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	88.9%	98.1%	93.2%		97.4%	84.1%	98.4%	92.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	10.2%	38.7%	30.3%	≥ 15.5%	16.8%	12.2%	41.6%	29.5%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	16.7%	≥ 8.0%	12.6%	<1%	46.3%	16.7%	≥ 12.5%
10th Grade	11.9%	2.6%	40.3%	20.4%	≥ 9.0%	10.1%	8.3%	43.3%	29.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	83.3%	≥ 55.0%	54.6%	16.7%	≥ 54.0%
8th Grade	64.3%	62.5%	≥ 62.0%	61.6%	62.5%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	75.7%	≥73.00%
15.00%	7.9%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	13.5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	58.80%	73.00%
67.36%	68.40%	72.50%
58.58%	60	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	59.10%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	21.43%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	78.57%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ST. LANDRY PARISH

Total Public Population: 12059



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	11.6%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

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

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

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	89.47%	83.16%	80.18%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	17.9%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	97.8%	>99%	98.9%	≥ 98.8%	99.0%	97.8%	98.9%	98.9%	≥ 98.8%
10th Grade	97.0%	92.6%	98.1%	95.2%		97.4%	93.0%	98.4%	95.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	9.2%	38.7%	35.2%	≥ 15.5%	16.8%	5.7%	41.6%	38.3%	≥ 19.5%
8th Grade	7.6%	10.1%	30.7%	24.5%	≥ 8.0%	12.6%	12.8%	46.3%	43.8%	≥ 12.5%
10th Grade	11.9%	3.8%	40.3%	28.8%	≥ 9.0%	10.1%	7.1%	43.3%	41.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	36.8%	≥ 55.0%	54.6%	52.6%	≥ 54.0%
8th Grade	64.3%	48.1%	≥ 62.0%	61.6%	63.0%	≥ 60.0%
10th Grade	58.0%	77.3%	≥ 53.0%	73.7%	90.5%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	69.0%	≥73.00%
15.00%	15.4%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	13.0%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	20.3%	≤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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	55.20%	73.00%
67.36%	56.70%	72.50%
58.58%	50	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	44.40%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	13.40%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	26.80%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ST. MARTIN PARISH

Total Public Population: 7281



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	61.90%	83.16%	83.89%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	25.6%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	97.9%	>99%	>99%		99.0%	97.9%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	97.9%		97.4%	98.1%	98.4%	98.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	26.9%	38.7%	38.0%	≥ 15.5%	16.8%	25.0%	41.6%	45.2%	≥ 19.5%
8th Grade	7.6%	12.8%	30.7%	24.1%	≥ 8.0%	12.6%	10.3%	46.3%	41.4%	≥ 12.5%
10th Grade	11.9%	7.9%	40.3%	29.1%	≥ 9.0%	10.1%	10.3%	43.3%	37.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	71.4%	≥ 62.0%	61.6%	57.1%	≥ 60.0%
10th Grade	58.0%	41.7%	≥ 53.0%	73.7%	58.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	77.9%	≥73.00%
15.00%	8.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	>95%	73.00%
67.36%	>95%	72.50%
58.58%	>95%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	>95%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	25.00%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	46.43%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ST. MARY PARISH

Total Public Population: 7859



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	16.2%
Gifted and Talented Students	<5%	7.2%
Regular Education Students	≥80%	76.6%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	82.00%	83.16%	92.97%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	97.9%	>99%	>99%		99.0%	97.9%	>99%	>99%	
10th Grade	97.0%	98.4%	98.1%	>99%		97.4%	98.0%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	28.6%	38.7%	43.4%	≥ 15.5%	16.8%	17.6%	41.6%	35.5%	≥ 19.5%
8th Grade	7.6%	2.8%	30.7%	32.3%	≥ 8.0%	12.6%	11.1%	46.3%	42.4%	≥ 12.5%
10th Grade	11.9%	7.9%	40.3%	30.9%	≥ 9.0%	10.1%	12.8%	43.3%	36.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	22.2%	≥ 55.0%	54.6%	<1%	≥ 54.0%
8th Grade	64.3%	81.0%	≥ 62.0%	61.6%	76.2%	≥ 60.0%
10th Grade	58.0%	52.6%	≥ 53.0%	73.7%	78.9%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	60.2%	≥73.00%
15.00%	23.1%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	17.4%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	55.60%	73.00%
67.36%	56.80%	72.50%
58.58%	50	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	30.80%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	24.07%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	53.70%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ST. TAMMANY PARISH

Total Public Population: 39176



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	15.0%
Gifted and Talented Students	<5%	5.4%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	87.58%	83.16%	81.45%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	19.8%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	98.7%	98.1%	>99%		97.4%	99.0%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	30.5%	38.7%	51.1%	≥ 15.5%	16.8%	29.9%	41.6%	54.9%	≥ 19.5%
8th Grade	7.6%	10.7%	30.7%	39.2%	≥ 8.0%	12.6%	19.6%	46.3%	57.4%	≥ 12.5%
10th Grade	11.9%	16.7%	40.3%	50.7%	≥ 9.0%	10.1%	14.2%	43.3%	49.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	29.6%	≥ 55.0%	54.6%	18.5%	≥ 54.0%
8th Grade	64.3%	54.4%	≥ 62.0%	61.6%	47.1%	≥ 60.0%
10th Grade	58.0%	51.4%	≥ 53.0%	73.7%	67.6%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	54.7%	≥73.00%
15.00%	29.6%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	22.5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	60.80%	73.00%
67.36%	69.50%	72.50%
58.58%	55.9	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	61.90%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	94.40%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	48.58%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	83.49%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

TANGIPAHOA PARISH

Total Public Population: 20709



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	83.97%	83.16%	78.10%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	17.9%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	91.2%	98.1%	96.4%		97.4%	93.0%	98.4%	97.6%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	8.2%	38.7%	23.3%	≥ 15.5%	16.8%	7.8%	41.6%	27.1%	≥ 19.5%
8th Grade	7.6%	3.7%	30.7%	17.4%	≥ 8.0%	12.6%	6.0%	46.3%	54.5%	≥ 12.5%
10th Grade	11.9%	8.7%	40.3%	27.4%	≥ 9.0%	10.1%	6.8%	43.3%	34.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	52.0%	≥ 55.0%	54.6%	52.0%	≥ 54.0%
8th Grade	64.3%	87.1%	≥ 62.0%	61.6%	77.4%	≥ 60.0%
10th Grade	58.0%	59.3%	≥ 53.0%	73.7%	70.4%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	66.3%	≥73.00%
15.00%	15.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	15.5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	66.70%	73.00%
67.36%	64.20%	72.50%
58.58%	68	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	57.50%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	72.92%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	33.33%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	80.81%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

TENSAS PARISH

Total Public Population: 351



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	22.8%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	40.00%	83.16%	86.96%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	60.0%	38.7%	35.3%	≥ 15.5%	16.8%	60.0%	41.6%	44.1%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	16.0%	≥ 8.0%	12.6%	<1%	46.3%	24.0%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	12.5%	≥ 9.0%	10.1%	<1%	43.3%	11.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	50.0%	≥ 62.0%	61.6%	50.0%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥20	≤ 18.0	≥-30	≥10	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	78.8%	≥73.00%
15.00%	7.6%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	33.3%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	<5%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

TERREBONNE PARISH

Total Public Population: 16049



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	76.92%	83.16%	81.93%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	27.7%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	23.9%	38.7%	51.0%	≥ 15.5%	16.8%	21.1%	41.6%	53.4%	≥ 19.5%
8th Grade	7.6%	6.2%	30.7%	24.0%	≥ 8.0%	12.6%	16.0%	46.3%	52.8%	≥ 12.5%
10th Grade	11.9%	10.5%	40.3%	39.4%	≥ 9.0%	10.1%	6.8%	43.3%	47.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	61.5%	≥ 55.0%	54.6%	53.8%	≥ 54.0%
8th Grade	64.3%	25.0%	≥ 62.0%	61.6%	37.5%	≥ 60.0%
10th Grade	58.0%	47.4%	≥ 53.0%	73.7%	57.9%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	80.0%	≥73.00%
15.00%	6.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	20.7%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	75.00%	73.00%
67.36%	72.00%	72.50%
58.58%	48	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	57.10%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	22.22%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	52.78%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

UNION PARISH

Total Public Population: 1826



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	92.31%	83.16%	86.00%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	15.4%	38.7%	20.6%	≥ 15.5%	16.8%	7.7%	41.6%	12.2%	≥ 19.5%
8th Grade	7.6%	23.1%	30.7%	23.0%	≥ 8.0%	12.6%	<1%	46.3%	19.8%	≥ 12.5%
10th Grade	11.9%	9.1%	40.3%	42.5%	≥ 9.0%	10.1%	<1%	43.3%	28.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥0	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	70.6%	≥73.00%
15.00%	19.9%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	7.1%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	18.18%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	36.36%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

VERMILION PARISH

Total Public Population: 9671



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	93.20%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	98.9%	>99%	>99%		99.0%	98.9%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	36.7%	38.7%	59.0%	≥ 15.5%	16.8%	32.9%	41.6%	61.2%	≥ 19.5%
8th Grade	7.6%	9.8%	30.7%	39.7%	≥ 8.0%	12.6%	17.1%	46.3%	57.3%	≥ 12.5%
10th Grade	11.9%	11.9%	40.3%	49.1%	≥ 9.0%	10.1%	15.3%	43.3%	53.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	69.2%	≥ 55.0%	54.6%	69.2%	≥ 54.0%
8th Grade	64.3%	72.7%	≥ 62.0%	61.6%	72.7%	≥ 60.0%
10th Grade	58.0%	68.8%	≥ 53.0%	73.7%	75.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	75.5%	≥73.00%
15.00%	6.6%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	7.5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	68.20%	73.00%
67.36%	74.10%	72.50%
58.58%	69.2	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	68.30%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	16.33%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	69.39%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

VERNON PARISH

Total Public Population: 9603



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	97.7%	>99%	>99%	≥ 98.8%	>99%	97.7%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	23.8%	38.7%	43.8%	≥ 15.5%	16.8%	21.3%	41.6%	52.9%	≥ 19.5%
8th Grade	7.6%	8.5%	30.7%	40.2%	≥ 8.0%	12.6%	18.3%	46.3%	52.2%	≥ 12.5%
10th Grade	11.9%	17.9%	40.3%	47.4%	≥ 9.0%	10.1%	7.6%	43.3%	52.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	75.0%	≥ 55.0%	54.6%	75.0%	≥ 54.0%
8th Grade	64.3%	63.6%	≥ 62.0%	61.6%	63.6%	≥ 60.0%
10th Grade	58.0%	70.0%	≥ 53.0%	73.7%	80.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-40	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	70.4%	≥73.00%
15.00%	22.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	9.1%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	>95%	73.00%
67.36%	87.50%	72.50%
58.58%	>95%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	55.00%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	29.09%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	49.09%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

WASHINGTON PARISH

Total Public Population: 4853



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	17.6%
Gifted and Talented Students	<5%	7.4%
Regular Education Students	≥80%	75.0%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	76.19%	83.16%	85.88%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	32.8%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	97.3%	>99%	>99%	≥ 98.8%	>99%	97.3%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	10.1%	38.7%	19.8%	≥ 15.5%	16.8%	11.6%	41.6%	31.9%	≥ 19.5%
8th Grade	7.6%	3.7%	30.7%	22.8%	≥ 8.0%	12.6%	11.1%	46.3%	51.4%	≥ 12.5%
10th Grade	11.9%	26.8%	40.3%	41.3%	≥ 9.0%	10.1%	16.2%	43.3%	43.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	75.0%	≥ 55.0%	54.6%	75.0%	≥ 54.0%
8th Grade	64.3%	77.8%	≥ 62.0%	61.6%	77.8%	≥ 60.0%
10th Grade	58.0%	72.7%	≥ 53.0%	73.7%	81.8%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	81.3%	≥73.00%
15.00%	9.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	15.8%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	>95%	73.00%
67.36%	>95%	72.50%
58.58%	>95%	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	50.00%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	27.27%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	78.79%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

WEBSTER PARISH

Total Public Population: 5440



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	14.2%
Gifted and Talented Students	<5%	5.4%
Regular Education Students	≥80%	80.4%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	92.11%	83.16%	91.01%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	12.8%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	87.9%	>99%	96.8%	≥ 98.8%	99.0%	92.7%	98.5%	98.5%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	96.1%		97.4%	>99%	98.4%	96.1%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	10.0%	38.7%	34.1%	≥ 15.5%	16.8%	10.0%	41.6%	33.1%	≥ 19.5%
8th Grade	7.6%	4.5%	30.7%	24.6%	≥ 8.0%	12.6%	6.8%	46.3%	<1%	≥ 12.5%
10th Grade	11.9%	4.7%	40.3%	28.8%	≥ 9.0%	10.1%	4.2%	43.3%	32.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	44.4%	≥ 55.0%	54.6%	55.6%	≥ 54.0%
8th Grade	64.3%	85.7%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	50.0%	≥ 53.0%	73.7%	75.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥0	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	83.4%	≥73.00%
15.00%	7.1%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	5.1%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	>95%	73.00%
67.36%	>95%	72.50%
58.58%	50	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	50.00%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	28.95%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	60.53%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

WEST BATON ROUGE PARISH

Total Public Population: 4456



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	12.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

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

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

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	94.12%	83.16%	85.77%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	7.0%	38.7%	31.5%	≥ 15.5%	16.8%	2.3%	41.6%	45.5%	≥ 19.5%
8th Grade	7.6%	4.2%	30.7%	36.5%	≥ 8.0%	12.6%	8.3%	46.3%	48.0%	≥ 12.5%
10th Grade	11.9%	14.3%	40.3%	53.9%	≥ 9.0%	10.1%	8.0%	43.3%	40.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	90.0%	≥ 62.0%	61.6%	90.0%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-50	≤ 24.0
8th Grade	≥-30	≥-40	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	71.6%	≥73.00%
15.00%	15.8%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	39.8%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	73.70%	73.00%
67.36%	79.20%	72.50%
58.58%	81.5	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	78.80%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	36.36%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	81.82%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

WEST CARROLL PARISH

Total Public Population: 1721



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	72.73%	83.16%	92.98%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	29.4%	38.7%	37.6%	≥ 15.5%	16.8%	23.5%	41.6%	37.6%	≥ 19.5%
8th Grade	7.6%	15.4%	30.7%	29.6%	≥ 8.0%	12.6%	<1%	46.3%	41.7%	≥ 12.5%
10th Grade	11.9%	6.7%	40.3%	36.5%	≥ 9.0%	10.1%	<1%	43.3%	40.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	50.0%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-50	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	82.6%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	16.7%	≤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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	9.09%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	27.27%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

WEST FELICIANA PARISH

Total Public Population: 2243



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	13.5%
Gifted and Talented Students	<5%	9.7%
Regular Education Students	≥80%	76.8%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	25.0%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	93.8%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	23.8%	38.7%	56.7%	≥ 15.5%	16.8%	14.3%	41.6%	50.7%	≥ 19.5%
8th Grade	7.6%	10.7%	30.7%	45.9%	≥ 8.0%	12.6%	17.9%	46.3%	56.1%	≥ 12.5%
10th Grade	11.9%	16.7%	40.3%	64.0%	≥ 9.0%	10.1%	5.9%	43.3%	65.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	75.0%	≥ 62.0%	61.6%	50.0%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-40	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	70.8%	≥73.00%
15.00%	19.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	11.1%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	>95%	73.00%
67.36%	83.30%	72.50%
58.58%	83.3	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	71.40%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	50.00%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	83.33%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

WINN PARISH

Total Public Population: 1935



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	82.35%	83.16%	90.67%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	98.6%		99.0%	>99%	98.6%	98.6%	
10th Grade	97.0%	90.3%	98.1%	95.9%		97.4%	96.2%	98.4%	97.8%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	10.5%	38.7%	36.8%	≥ 15.5%	16.8%	15.8%	41.6%	35.8%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	20.6%	≥ 8.0%	12.6%	<1%	46.3%	36.6%	≥ 12.5%
10th Grade	11.9%	8.3%	40.3%	27.2%	≥ 9.0%	10.1%	<1%	43.3%	30.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	85.7%	≥ 62.0%	61.6%	85.7%	≥ 60.0%
10th Grade	58.0%	50.0%	≥ 53.0%	73.7%	50.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-20	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	79.5%	≥73.00%
15.00%	9.4%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	14.3%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	62.50%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	11.54%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	46.15%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

CITY OF MONROE SCHOOL DISTRICT

Total Public Population: 8765



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	14.4%
Gifted and Talented Students	<5%	8.5%
Regular Education Students	≥80%	77.1%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	87.72%	83.16%	84.03%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	97.2%	>99%	98.8%		99.0%	97.1%	>99%	>99%	
10th Grade	97.0%	95.9%	98.1%	96.2%		97.4%	97.6%	98.4%	96.8%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	4.4%	38.7%	28.5%	≥ 15.5%	16.8%	3.3%	41.6%	30.5%	≥ 19.5%
8th Grade	7.6%	6.4%	30.7%	17.1%	≥ 8.0%	12.6%	5.2%	46.3%	8.9%	≥ 12.5%
10th Grade	11.9%	7.7%	40.3%	25.3%	≥ 9.0%	10.1%	3.2%	43.3%	28.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	37.5%	≥ 55.0%	54.6%	37.5%	≥ 54.0%
8th Grade	64.3%	80.0%	≥ 62.0%	61.6%	84.0%	≥ 60.0%
10th Grade	58.0%	57.9%	≥ 53.0%	73.7%	63.2%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	72.0%	≥73.00%
15.00%	8.4%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	20.7%	≥17.25%
6.25%	6.4%	≤4.90%
2.91%	15.7%	≤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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	92.86%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	<5%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

CITY OF BOGALUSA SCHOOL DISTRICT

Total Public Population: 2028



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	16.5%
Gifted and Talented Students	<5%	6.9%
Regular Education Students	≥80%	76.6%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	55.00%	83.16%	75.52%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	94.7%	>99%	>99%	≥ 98.8%	99.0%	94.7%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	8.7%	38.7%	19.4%	≥ 15.5%	16.8%	4.3%	41.6%	26.1%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	3.7%	≥ 8.0%	12.6%	6.7%	46.3%	25.7%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	11.2%	≥ 9.0%	10.1%	<1%	43.3%	22.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	33.3%	≥ 62.0%	61.6%	33.3%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	73.7%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	81.80%	73.00%
67.36%	86.70%	72.50%
58.58%	71.4	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	41.20%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	<5%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	<5%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ZACHARY COMMUNITY SCHOOL DISTRICT

Total Public Population: 5816



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	9.8%
Gifted and Talented Students	<5%	6.9%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	99.0%	≥ 98.8%	99.0%	>99%	99.0%	99.0%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	97.9%		97.4%	>99%	98.4%	98.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	17.5%	38.7%	59.1%	≥ 15.5%	16.8%	15.0%	41.6%	60.6%	≥ 19.5%
8th Grade	7.6%	12.8%	30.7%	46.9%	≥ 8.0%	12.6%	35.9%	46.3%	72.3%	≥ 12.5%
10th Grade	11.9%	3.3%	40.3%	49.2%	≥ 9.0%	10.1%	7.4%	43.3%	54.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	70.0%	≥ 62.0%	61.6%	70.0%	≥ 60.0%
10th Grade	58.0%	75.0%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-50	≤ 18.0	≥-30	≥-50	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-40	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	43.6%	≥73.00%
15.00%	18.8%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	61.10%	73.00%
67.36%	61.10%	72.50%
58.58%	47.4	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	35.00%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	12.50%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	38.46%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	65.38%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

CITY OF BAKER SCHOOL DISTRICT

Total Public Population: 1084



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	58.33%	83.16%	61.17%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	96.1%		97.4%	>99%	98.4%	96.2%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	3.3%	≥ 15.5%	16.8%	<1%	41.6%	6.5%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	7.4%	≥ 8.0%	12.6%	<1%	46.3%	17.6%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	12.7%	≥ 9.0%	10.1%	<1%	43.3%	26.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	50.0%	≥ 60.0%
10th Grade	58.0%	<1%	≥ 53.0%	73.7%	33.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	56.8%	≥73.00%
15.00%	8.1%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	91.30%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	<5%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	<5%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	>95%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

CENTRAL COMMUNITY SCHOOL DISTRICT

Total Public Population: 4904



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	9.2%
Gifted and Talented Students	<5%	8.6%
Regular Education Students	≥80%	82.3%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	92.31%	83.16%	93.77%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	93.8%	>99%	>99%		99.0%	96.9%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	98.2%		97.4%	>99%	98.4%	98.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	39.4%	38.7%	56.0%	≥ 15.5%	16.8%	45.5%	41.6%	59.9%	≥ 19.5%
8th Grade	7.6%	13.0%	30.7%	49.1%	≥ 8.0%	12.6%	20.8%	46.3%	72.5%	≥ 12.5%
10th Grade	11.9%	15.4%	40.3%	55.5%	≥ 9.0%	10.1%	8.3%	43.3%	50.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	28.6%	≥ 62.0%	61.6%	42.9%	≥ 60.0%
10th Grade	58.0%	77.8%	≥ 53.0%	73.7%	77.8%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-60	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	63.4%	≥73.00%
15.00%	14.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	47.10%	73.00%
67.36%	72.20%	72.50%
58.58%	50	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	42.10%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	17.65%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	47.06%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

SPECIAL SCHOOL DISTRICT

Total Public Population: 337



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	75.4%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	23.81%	83.16%	33.33%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	7.7%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	96.6%	98.1%	93.8%		97.4%	96.4%	98.4%	91.2%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	10.0%	38.7%	10.0%	≥ 15.5%	16.8%	10.0%	41.6%	10.0%	≥ 19.5%
8th Grade	7.6%	10.0%	30.7%	9.1%	≥ 8.0%	12.6%	10.0%	46.3%	9.1%	≥ 12.5%
10th Grade	11.9%	5.9%	40.3%	5.3%	≥ 9.0%	10.1%	18.8%	43.3%	20.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	25.0%	≥ 55.0%	54.6%	25.0%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	36.4%	≥ 53.0%	73.7%	27.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	<5%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	55.8%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	87.5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	22.22%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	77.78%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LOUISIANA SCHOOL FOR MATH SCIENCE & THE ARTS

Total Public Population: 263



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	N/A	98.1%	>99%		97.4%	N/A	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	94.4%	≥ 9.0%	10.1%	N/A	43.3%	40.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	N/A	≥73.00%
15.00%	N/A	≤9.40%
1.21%	N/A	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	NA	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LSU LABORATORY SCHOOL

Total Public Population: 1517



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	>99%	≥ 98.8%	>99%	N/A	>99%	>99%	≥ 98.8%
8th Grade	98.9%	N/A	>99%	>99%		99.0%	N/A	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	>99%		97.4%	N/A	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	89.9%	≥ 15.5%	16.8%	N/A	41.6%	91.7%	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	86.4%	≥ 8.0%	12.6%	N/A	46.3%	98.3%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	90.9%	≥ 9.0%	10.1%	N/A	43.3%	92.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	N/A	≥73.00%
15.00%	N/A	≤9.40%
1.21%	N/A	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	NA	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

SOUTHERN UNIVERSITY LAB SCHOOL

Total Public Population: 824



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	86.21%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	93.8%	≥ 98.8%	>99%	N/A	>99%	93.8%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	98.5%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	20.0%	≥ 15.5%	16.8%	N/A	41.6%	26.7%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	3.9%	≥ 8.0%	12.6%	<1%	46.3%	52.9%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	22.2%	≥ 9.0%	10.1%	<1%	43.3%	33.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	N/A	≥73.00%
15.00%	N/A	≤9.40%
1.21%	N/A	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	NA	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

NEW VISION LEARNING ACADEMY

Total Public Population: 234



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	4.2%	≥ 15.5%	16.8%	33.3%	41.6%	12.5%	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	81.5%	≥73.00%
15.00%	18.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	<5%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

V. B. GLENCOE CHARTER SCHOOL

Total Public Population: 518



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	7.7%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	71.43%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	20.0%	38.7%	39.5%	≥ 15.5%	16.8%	20.0%	41.6%	46.5%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	44.4%	≥ 8.0%	12.6%	<1%	46.3%	63.9%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	44.8%	≥ 9.0%	10.1%	N/A	43.3%	38.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	50.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-50	≤ 0.0	≥-40	≥-70	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	71.1%	≥73.00%
15.00%	13.3%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	50.0%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	<5%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

INTERNATIONAL SCHOOL OF LOUISIANA

Total Public Population: 1128



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	8.3%	38.7%	59.0%	≥ 15.5%	16.8%	25.0%	41.6%	65.8%	≥ 19.5%
8th Grade	7.6%	12.5%	30.7%	30.5%	≥ 8.0%	12.6%	37.5%	46.3%	59.8%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-60	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	93.5%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	16.7%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

AVOYELLES PUBLIC CHARTER SCHOOL

Total Public Population: 714



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	7.7%
Gifted and Talented Students	<5%	5.7%
Regular Education Students	≥80%	86.6%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	33.3%	38.7%	63.0%	≥ 15.5%	16.8%	<1%	41.6%	46.3%	≥ 19.5%
8th Grade	7.6%	50.0%	30.7%	64.9%	≥ 8.0%	12.6%	<1%	46.3%	71.9%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	58.6%	≥ 9.0%	10.1%	<1%	43.3%	62.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-50	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-80	≤ 33.0
10th Grade	≥-30	≥-60	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	78.4%	≥73.00%
15.00%	19.6%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

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

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

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

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

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

NEW ORLEANS CENTER FOR CREATIVE ARTS

Total Public Population: 231



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

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

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

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	<5%
Gifted and Talented Students	<5%	6.9%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	88.68%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	50.0%	40.3%	52.0%	≥ 9.0%	10.1%	75.0%	43.3%	76.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

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

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	88.9%	≥73.00%
15.00%	11.1%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	>95%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

DELHI CHARTER SCHOOL

Total Public Population: 652



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	8.9%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	72.73%	83.16%	70.69%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	25.0%	38.7%	13.5%	≥ 15.5%	16.8%	<1%	41.6%	13.5%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	21.7%	≥ 8.0%	12.6%	33.3%	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	22.8%	≥ 9.0%	10.1%	<1%	43.3%	33.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	N/A	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	85.7%	≥73.00%
15.00%	8.2%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	<5%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	<5%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

BELLE CHASSE ACADEMY

Total Public Population: 945



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	13.5%
Gifted and Talented Students	<5%	6.7%
Regular Education Students	≥80%	79.8%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	38.1%	38.7%	65.1%	≥ 15.5%	16.8%	52.4%	41.6%	80.7%	≥ 19.5%
8th Grade	7.6%	25.0%	30.7%	58.1%	≥ 8.0%	12.6%	56.3%	46.3%	80.2%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	>99%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	50.0%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

THE MAX CHARTER SCHOOL

Total Public Population: 105



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	27.6%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	7.7%	≥ 15.5%	16.8%	<1%	41.6%	<1%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	11.1%	≥ 8.0%	12.6%	50.0%	46.3%	11.1%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	>99%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

D'ARBONNE WOODS CHARTER SCHOOL

Total Public Population: 1000



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	90.2%		97.4%	>99%	98.4%	89.0%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	66.7%	38.7%	53.2%	≥ 15.5%	16.8%	33.3%	41.6%	29.9%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	77.6%	≥ 8.0%	12.6%	60.0%	46.3%	88.2%	≥ 12.5%
10th Grade	11.9%	28.6%	40.3%	70.7%	≥ 9.0%	10.1%	16.7%	43.3%	68.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥10	≤ 18.0	≥-30	≥0	≤ 24.0
8th Grade	≥-30	≥-80	≤ 0.0	≥-40	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	85.7%	≥73.00%
15.00%	9.8%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	30.00%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	30.00%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

MADISON PREPARATORY ACADEMY

Total Public Population: 588



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	66.67%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	36.0%	≥ 9.0%	10.1%	<1%	43.3%	42.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	50.0%	≥73.00%
15.00%	46.9%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS

Total Public Population: 445



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	42.86%	83.16%	63.41%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	93.5%		97.4%	91.7%	98.4%	93.2%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	20.2%	≥ 9.0%	10.1%	<1%	43.3%	23.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	<1%	≥ 53.0%	73.7%	50.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	86.7%	≥73.00%
15.00%	6.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

UNIVERSITY VIEW ACADEMY, INC. (FRM LA CONNECTIONS)

Total Public Population: 4046



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	64.29%	83.16%	73.96%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	39.2%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	79.3%	>99%	86.6%	≥ 98.8%	>99%	79.3%	>99%	86.6%	≥ 98.8%
8th Grade	98.9%	93.1%	>99%	93.4%		99.0%	93.1%	93.4%	93.4%	
10th Grade	97.0%	92.7%	98.1%	95.7%		97.4%	94.5%	98.4%	96.1%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	4.8%	38.7%	15.0%	≥ 15.5%	16.8%	9.5%	41.6%	24.8%	≥ 19.5%
8th Grade	7.6%	6.3%	30.7%	19.5%	≥ 8.0%	12.6%	10.4%	46.3%	40.4%	≥ 12.5%
10th Grade	11.9%	22.2%	40.3%	37.4%	≥ 9.0%	10.1%	19.6%	43.3%	43.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	83.3%	≥ 62.0%	61.6%	66.7%	≥ 60.0%
10th Grade	58.0%	83.3%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	>99%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	14.3%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	26.32%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	52.63%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

LAKE CHARLES CHARTER ACADEMY

Total Public Population: 918



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	25.0%	38.7%	22.0%	≥ 15.5%	16.8%	25.0%	41.6%	24.2%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	22.5%	≥ 8.0%	12.6%	<1%	46.3%	40.5%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥0	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	94.7%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LYCEE FRANCAIS DE LA NOUVELLE-ORLEANS

Total Public Population: 985



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	10.6%
Gifted and Talented Students	<5%	10.7%
Regular Education Students	≥80%	78.8%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	61.11%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	98.6%	≥ 98.8%	>99%	>99%	>99%	98.6%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	98.5%	98.5%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	22.2%	38.7%	50.0%	≥ 15.5%	16.8%	<1%	41.6%	36.1%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	40.0%	≥ 8.0%	12.6%	<1%	46.3%	54.7%	≥ 12.5%
10th Grade	11.9%	16.7%	40.3%	36.8%	≥ 9.0%	10.1%	50.0%	43.3%	57.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-60	≤ 33.0
10th Grade	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	>99%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	16.0%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	90.90%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

NEW ORLEANS MILITARY & MARITIME ACADEMY

Total Public Population: 944



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	83.33%	83.16%	91.95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	5.9%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	12.0%	≥ 8.0%	12.6%	11.8%	46.3%	23.3%	≥ 12.5%
10th Grade	11.9%	9.5%	40.3%	24.2%	≥ 9.0%	10.1%	9.5%	43.3%	38.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	66.7%	≥ 62.0%	61.6%	33.3%	≥ 60.0%
10th Grade	58.0%	<1%	≥ 53.0%	73.7%	<1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-20	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	83.9%	≥73.00%
15.00%	14.3%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	33.33%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	66.67%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

THE NET CHARTER HIGH SCHOOL

Total Public Population: 329



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	16.67%	83.16%	19.35%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	12.5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	66.7%	88.9%	88.9%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	<1%	≥ 8.0%	12.6%	<1%	46.3%	<1%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	<1%	≥ 9.0%	10.1%	<1%	43.3%	<1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	>99%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

THE NET 2 CHARTER HIGH SCHOOL

Total Public Population: 216



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	19.0%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	<5%	83.16%	25.49%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	85.7%	98.1%	86.4%		97.4%	>99%	98.4%	96.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	25.0%	≥ 8.0%	12.6%	<1%	46.3%	25.0%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	<1%	≥ 9.0%	10.1%	<1%	43.3%	12.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	<1%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	92.0%	≥73.00%
15.00%	8.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	86.70%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

NEW ORLEANS ACCELERATED HIGH SCHOOL

Total Public Population: 319



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	25.00%	83.16%	29.27%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	50.0%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	50.0%	98.1%	71.9%		97.4%	75.0%	98.4%	77.1%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	<1%	≥ 8.0%	12.6%	<1%	46.3%	<1%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	8.7%	≥ 9.0%	10.1%	16.7%	43.3%	11.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	>99%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	85.70%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

HARRIET TUBMAN CHARTER SCHOOL

Total Public Population: 992



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	98.9%	≥ 98.8%	>99%	>99%	>99%	98.9%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	12.9%	≥ 15.5%	16.8%	4.5%	41.6%	16.1%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	18.5%	≥ 8.0%	12.6%	<1%	46.3%	22.8%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	26.8%	≥73.00%
15.00%	50.7%	≤9.40%
1.21%	7.2%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

DOROTHY HEIGHT CHARTER SCHOOL

Total Public Population: 890



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	98.9%	≥ 98.8%	99.0%	>99%	98.9%	98.9%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	4.5%	≥ 15.5%	16.8%	6.7%	41.6%	15.7%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	14.0%	≥ 8.0%	12.6%	7.1%	46.3%	29.1%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	18.6%	≥73.00%
15.00%	68.1%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

MILDRED OSBORNE CHARTER SCHOOL

Total Public Population: 873



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	98.8%	≥ 98.8%	>99%	>99%	>99%	98.8%	≥ 98.8%
8th Grade	98.9%	95.7%	>99%	>99%		99.0%	95.7%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	14.3%	≥ 15.5%	16.8%	5.9%	41.6%	13.1%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	3.9%	≥ 8.0%	12.6%	5.3%	46.3%	24.5%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	66.7%	≥ 62.0%	61.6%	66.7%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	53.9%	≥73.00%
15.00%	27.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

FANNIE C. WILLIAMS CHARTER SCHOOL

Total Public Population: 479



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	4.7%	≥ 15.5%	16.8%	<1%	41.6%	<1%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	4.0%	≥ 8.0%	12.6%	<1%	46.3%	18.0%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥0	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	64.3%	≥73.00%
15.00%	11.9%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	63.60%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

MORRIS JEFF COMMUNITY SCHOOL

Total Public Population: 1580



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	13.9%
Gifted and Talented Students	<5%	5.3%
Regular Education Students	≥80%	80.8%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	60.00%	83.16%	77.45%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	98.9%		99.0%	>99%	98.9%	98.9%	
10th Grade	97.0%	94.4%	98.1%	>99%		97.4%	94.1%	98.4%	95.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	6.3%	38.7%	32.7%	≥ 15.5%	16.8%	6.3%	41.6%	32.7%	≥ 19.5%
8th Grade	7.6%	10.0%	30.7%	21.1%	≥ 8.0%	12.6%	20.0%	46.3%	37.8%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	11.9%	≥ 9.0%	10.1%	20.0%	43.3%	22.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	66.7%	≥ 55.0%	54.6%	33.3%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	50.0%	≥ 60.0%
10th Grade	58.0%	16.7%	≥ 53.0%	73.7%	33.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	83.9%	≥73.00%
15.00%	6.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	<5%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	90.60%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

RENEW LAUREL ELEMENTARY

Total Public Population: 1026



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	47.5%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	98.8%	≥ 98.8%	99.0%	>99%	98.8%	98.8%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	6.7%	38.7%	20.4%	≥ 15.5%	16.8%	13.3%	41.6%	25.9%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	7.4%	≥ 8.0%	12.6%	7.1%	46.3%	29.6%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	50.0%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	60.0%	≥73.00%
15.00%	22.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

RENEW DOLORES T. AARON ELEMENTARY

Total Public Population: 776



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	12.5%	≥ 15.5%	16.8%	16.7%	41.6%	37.5%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	16.5%	≥ 8.0%	12.6%	27.3%	46.3%	45.6%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	61.2%	≥73.00%
15.00%	32.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	>95%	73.00%
67.36%	>95%	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	50.00%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

RENEW SCHAUMBURG ELEMENTARY

Total Public Population: 719



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	19.1%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	98.5%	≥ 98.8%	>99%	>99%	>99%	98.5%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	8.3%	38.7%	6.2%	≥ 15.5%	16.8%	16.7%	41.6%	46.2%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	17.1%	≥ 8.0%	12.6%	<1%	46.3%	34.2%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	50.0%	≥73.00%
15.00%	24.0%	≤9.40%
1.21%	5.8%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	<5%	73.00%
67.36%	<5%	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	<5%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	>95%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

SUCCESS @ THURGOOD MARSHALL

Total Public Population: 483



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	11.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	26.9%	≥ 15.5%	16.8%	25.0%	41.6%	28.8%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	6.3%	≥ 8.0%	12.6%	<1%	46.3%	29.2%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	50.0%	≥ 62.0%	61.6%	50.0%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	64.7%	≥73.00%
15.00%	25.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ABRAMSON SCI ACADEMY

Total Public Population: 662



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	90.48%	83.16%	85.61%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	6.3%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	94.7%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	8.7%	40.3%	25.6%	≥ 9.0%	10.1%	4.5%	43.3%	17.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	25.0%	≥ 53.0%	73.7%	50.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	69.0%	≥73.00%
15.00%	9.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	75.00%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	75.00%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	71.11%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	86.67%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

G W CARVER HIGH 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://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	91.43%	83.16%	89.76%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	99.0%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	17.9%	40.3%	32.7%	≥ 9.0%	10.1%	7.1%	43.3%	17.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	50.0%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	74.5%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	>95%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	NA	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LIVINGSTON COLLEGIATE ACADEMY

Total Public Population: 637



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	16.6%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	85.00%	83.16%	83.97%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	85.7%	98.1%	92.9%		97.4%	84.8%	98.4%	92.1%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	4.2%	40.3%	14.0%	≥ 9.0%	10.1%	4.5%	43.3%	13.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	33.3%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day
 Inside Regular Class less than 40% of the day
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	67.8%	≥73.00%
15.00%	9.6%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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	64.11%	N/A	73.00%
Acquisition and use of knowledge and skills	67.36%	N/A	72.50%
Appropriate behaviors to meet needs	58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills	59.07%	N/A	65.60%
Acquisition and use of knowledge and skills	55.32%	N/A	57.60%
Appropriate behaviors to meet needs	54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	>95%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	75.00%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

MARTIN BEHRMAN CHARTER ACAD OF CREATIVE ARTS & SCI

Total Public Population: 913



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	9.6%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	98.9%	≥ 98.8%	>99%	>99%	>99%	98.9%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	98.8%		99.0%	>99%	98.8%	98.8%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	14.1%	≥ 15.5%	16.8%	<1%	41.6%	15.3%	≥ 19.5%
8th Grade	7.6%	12.5%	30.7%	11.3%	≥ 8.0%	12.6%	<1%	46.3%	26.3%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	33.3%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥0	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	65.7%	≥73.00%
15.00%	5.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

L.B. LANDRY HIGH SCHOOL

Total Public Population: 607



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	88.89%	83.16%	79.07%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	96.0%		97.4%	>99%	98.4%	95.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	4.3%	40.3%	5.7%	≥ 9.0%	10.1%	<1%	43.3%	11.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	67.9%	≥73.00%
15.00%	13.6%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LINWOOD PUBLIC CHARTER SCHOOL

Total Public Population: 1049



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	7.8%	≥ 15.5%	16.8%	<1%	41.6%	14.7%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	7.5%	≥ 8.0%	12.6%	<1%	46.3%	29.9%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	<1%	≥ 54.0%
8th Grade	64.3%	66.7%	≥ 62.0%	61.6%	33.3%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	85.5%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	11.1%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	<5%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

SOPHIE B. WRIGHT INSTITUTE OF ACADEMIC EXCELLENCE

Total Public Population: 551



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	87.50%	83.16%	78.75%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	96.8%		97.4%	>99%	98.4%	97.5%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	28.9%	≥ 9.0%	10.1%	<1%	43.3%	12.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	>99%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

KIPP BELIEVE

Total Public Population: 770



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	98.8%	≥ 98.8%	>99%	>99%	>99%	98.8%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	24.4%	≥ 15.5%	16.8%	10.0%	41.6%	28.2%	≥ 19.5%
8th Grade	7.6%	5.6%	30.7%	19.3%	≥ 8.0%	12.6%	<1%	46.3%	23.9%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	25.0%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	56.6%	≥73.00%
15.00%	32.3%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

KIPP MORIAL

Total Public Population: 1015



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	11.1%	38.7%	15.8%	≥ 15.5%	16.8%	<1%	41.6%	12.9%	≥ 19.5%
8th Grade	7.6%	7.1%	30.7%	30.1%	≥ 8.0%	12.6%	<1%	46.3%	35.0%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	33.3%	≥ 55.0%	54.6%	66.7%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	58.0%	≥73.00%
15.00%	26.8%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	>95%	72.50%
58.58%	<5%	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	>95%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

KIPP CENTRAL CITY

Total Public Population: 895



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	99.0%	≥ 98.8%	99.0%	>99%	99.0%	99.0%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	10.0%	38.7%	13.4%	≥ 15.5%	16.8%	10.0%	41.6%	14.6%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	9.7%	≥ 8.0%	12.6%	<1%	46.3%	30.1%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day	67.83%	82.8%	≥73.00%
Inside Regular Class less than 40% of the day	15.00%	8.0%	≤9.40%
Served in separate schools, residential facilities, or homebound or hospital placements	1.21%	<5%	≤1.10%

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program	14.43%	N/A	≥17.25%
Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility	6.25%	N/A	≤4.90%
Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home	2.91%	N/A	≤3.20%

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	

OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

Positive social-emotional skills	64.11%	N/A	73.00%
Acquisition and use of knowledge and skills	67.36%	N/A	72.50%
Appropriate behaviors to meet needs	58.58%	N/A	74.00%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	59.07%	N/A	65.60%
Acquisition and use of knowledge and skills	55.32%	N/A	57.60%
Appropriate behaviors to meet needs	54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

FREDERICK A. DOUGLASS HIGH SCHOOL

Total Public Population: 664



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	85.19%	83.16%	89.40%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	98.6%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	16.7%	40.3%	26.5%	≥ 9.0%	10.1%	<1%	43.3%	31.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	75.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day	67.83%	73.4%	≥73.00%
Inside Regular Class less than 40% of the day	15.00%	19.1%	≤9.40%
Served in separate schools, residential facilities, or homebound or hospital placements	1.21%	<5%	≤1.10%

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program	14.43%	N/A	≥17.25%
Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility	6.25%	N/A	≤4.90%
Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home	2.91%	N/A	≤3.20%

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	

OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

Positive social-emotional skills	64.11%	N/A	73.00%
Acquisition and use of knowledge and skills	67.36%	N/A	72.50%
Appropriate behaviors to meet needs	58.58%	N/A	74.00%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	59.07%	N/A	65.60%
Acquisition and use of knowledge and skills	55.32%	N/A	57.60%
Appropriate behaviors to meet needs	54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

KIPP LEADERSHIP

Total Public Population: 959



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	98.8%	≥ 98.8%	>99%	>99%	>99%	98.8%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	98.1%		99.0%	>99%	98.1%	98.1%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	16.9%	≥ 15.5%	16.8%	<1%	41.6%	30.1%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	18.2%	≥ 8.0%	12.6%	8.3%	46.3%	36.4%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	<1%	≥ 54.0%
8th Grade	64.3%	66.7%	≥ 62.0%	61.6%	33.3%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-40	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	59.8%	≥73.00%
15.00%	22.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	90.00%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

KIPP EAST

Total Public Population: 1044



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	98.0%	≥ 98.8%	99.0%	>99%	98.0%	98.0%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	18.8%	≥ 15.5%	16.8%	8.3%	41.6%	25.7%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	21.6%	≥ 8.0%	12.6%	<1%	46.3%	33.0%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	70.5%	≥73.00%
15.00%	11.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	<5%	73.00%
67.36%	50.00%	72.50%
58.58%	<5%	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	<5%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	93.30%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

BOOKER T. WASHINGTON HIGH SCHOOL

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.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	17.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	77.27%	83.16%	76.47%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	93.8%	98.1%	96.3%		97.4%	96.9%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	12.8%	≥ 9.0%	10.1%	<1%	43.3%	12.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	50.0%	≥ 53.0%	73.7%	75.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	72.0%	≥73.00%
15.00%	8.4%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

JOHN F. KENNEDY HIGH SCHOOL

Total Public Population: 624



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	72.22%	83.16%	77.78%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	95.7%	98.1%	>99%		97.4%	91.3%	98.4%	98.8%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	5.3%	40.3%	15.6%	≥ 9.0%	10.1%	11.1%	43.3%	18.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	<1%	≥ 53.0%	73.7%	<1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	84.4%	≥73.00%
15.00%	6.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	85.70%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

SAMUEL J. GREEN CHARTER SCHOOL

Total Public Population: 586



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	11.9%
Gifted and Talented Students	<5%	6.1%
Regular Education Students	≥80%	81.9%

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	98.4%	≥ 98.8%	>99%	>99%	>99%	98.4%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	20.3%	≥ 15.5%	16.8%	<1%	41.6%	28.8%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	21.3%	≥ 8.0%	12.6%	<1%	46.3%	27.9%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	60.0%	≥73.00%
15.00%	16.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	81.80%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

ARTHUR ASHE CHARTER SCHOOL

Total Public Population: 832



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	98.9%	≥ 98.8%	>99%	>99%	>99%	98.9%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	98.9%		99.0%	>99%	98.9%	98.9%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	15.4%	38.7%	22.5%	≥ 15.5%	16.8%	15.4%	41.6%	14.6%	≥ 19.5%
8th Grade	7.6%	7.1%	30.7%	29.3%	≥ 8.0%	12.6%	<1%	46.3%	45.7%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥0	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	49.6%	≥73.00%
15.00%	33.9%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

PHILLIS WHEATLEY COMMUNITY SCHOOL

Total Public Population: 850



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	90.0%	98.9%	98.9%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	9.5%	≥ 15.5%	16.8%	14.3%	41.6%	20.2%	≥ 19.5%
8th Grade	7.6%	11.1%	30.7%	21.8%	≥ 8.0%	12.6%	12.5%	46.3%	41.9%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	50.7%	≥73.00%
15.00%	34.3%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LANGSTON HUGHES CHARTER ACADEMY

Total Public Population: 825



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	11.5%
Gifted and Talented Students	<5%	5.0%
Regular Education Students	≥80%	83.5%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	22.2%	38.7%	29.2%	≥ 15.5%	16.8%	22.2%	41.6%	47.2%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	41.9%	≥ 8.0%	12.6%	<1%	46.3%	31.2%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	66.7%	≥ 62.0%	61.6%	66.7%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-50	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	33.3%	≥73.00%
15.00%	46.4%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	>95%	73.00%
67.36%	<5%	72.50%
58.58%	100.00%	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	<5%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LANIER ELEMENTARY SCHOOL, A REDESIGN SCHOOL

Total Public Population: 181



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	16.6%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	12.5%	38.7%	15.0%	≥ 15.5%	16.8%	12.5%	41.6%	15.0%	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	94.4%	≥73.00%
15.00%	5.6%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	<5%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

DALTON ELEMENTARY SCHOOL, A REDESIGN SCHOOL

Total Public Population: 164



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	20.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥70%

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	21.1%	≥ 15.5%	16.8%	42.9%	41.6%	36.8%	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	<1%	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	>99%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	<5%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ZION CITY SCHOOL, A REDESIGN SCHOOL

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.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	18.8%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	<1%	≥ 8.0%	12.6%	<1%	46.3%	<1%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	>99%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	<5%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

THRIVE ACADEMY

Total Public Population: 161



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	6.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	40.74%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	>99%		99.0%	N/A	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	20.0%	≥ 8.0%	12.6%	N/A	46.3%	60.0%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	21.6%	≥ 9.0%	10.1%	<1%	43.3%	30.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	77.8%	≥73.00%
15.00%	11.1%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	NA	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	40.00%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

EDWARD HYNES CHARTER SCHOOL - LAKEVIEW

Total Public Population: 743



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	9.0%
Gifted and Talented Students	<5%	30.3%
Regular Education Students	≥80%	60.7%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	63.4%	≥ 15.5%	16.8%	<1%	41.6%	63.4%	≥ 19.5%
8th Grade	7.6%	27.3%	30.7%	70.3%	≥ 8.0%	12.6%	27.3%	46.3%	75.0%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-70	≤ 18.0	≥-30	≥-70	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	66.7%	≥73.00%
15.00%	31.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	>95%	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

EDWARD HYNES CHARTER SCHOOL - UNO

Total Public Population: 515



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	18.1%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	7.1%	38.7%	29.8%	≥ 15.5%	16.8%	21.4%	41.6%	40.5%	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	75.7%	≥73.00%
15.00%	18.9%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	78.60%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

EDWARD HYNES CHARTER SCHOOL - PARKVIEW

Total Public Population: 515



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	14.6%
Gifted and Talented Students	<5%	6.4%
Regular Education Students	≥80%	79.0%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	25.9%	≥ 15.5%	16.8%	<1%	41.6%	27.8%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	5.6%	≥ 8.0%	12.6%	<1%	46.3%	44.4%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	76.9%	≥73.00%
15.00%	17.3%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

FOUNDATION PREPARATORY ACADEMY

Total Public Population: 222



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	83.3%	>99%	96.8%	≥ 98.8%	99.0%	83.3%	96.8%	96.8%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	22.7%	≥ 15.5%	16.8%	<1%	41.6%	31.8%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	27.6%	≥ 8.0%	12.6%	<1%	46.3%	37.9%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	72.7%	≥73.00%
15.00%	6.1%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

LAFAYETTE ACADEMY CHARTER SCHOOL

Total Public Population: 517



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	14.3%	≥ 15.5%	16.8%	<1%	41.6%	21.4%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	7.7%	≥ 8.0%	12.6%	<1%	46.3%	19.2%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	81.0%	≥73.00%
15.00%	14.3%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 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://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	20.7%	≥ 15.5%	16.8%	<1%	41.6%	15.5%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	5.4%	≥ 8.0%	12.6%	<1%	46.3%	30.4%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	60.0%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ST. LANDRY CHARTER SCHOOL

Total Public Population: 302



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	97.4%	≥ 98.8%	>99%	>99%	>99%	97.4%	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	2.6%	≥ 15.5%	16.8%	>99%	41.6%	13.2%	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥80	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	80.0%	≥73.00%
15.00%	10.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

HOMER PLESSY COMMUNITY SCHOOL

Total Public Population: 784



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	14.3%
Gifted and Talented Students	<5%	5.0%
Regular Education Students	≥80%	80.7%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	9.1%	38.7%	27.0%	≥ 15.5%	16.8%	9.1%	41.6%	48.6%	≥ 19.5%
8th Grade	7.6%	10.0%	30.7%	34.7%	≥ 8.0%	12.6%	5.0%	46.3%	33.3%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	50.0%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-40	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	73.0%	≥73.00%
15.00%	16.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ROOTED SCHOOL

Total Public Population: 152



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	21.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥70%

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	50.00%	83.16%	63.04%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	93.3%		97.4%	>99%	98.4%	95.6%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	16.7%	≥ 9.0%	10.1%	<1%	43.3%	23.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	87.5%	≥73.00%
15.00%	9.4%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

YOUNG AUDIENCES AT CROCKER ELEMENTARY

Total Public Population: 516



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	<1%	≥ 15.5%	16.8%	<1%	41.6%	8.8%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	4.1%	≥ 8.0%	12.6%	<1%	46.3%	18.4%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	<1%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	70.3%	≥73.00%
15.00%	27.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ECOLE POINTE-AU-CHIEN

Total Public Population: 9



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.01

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	N/A	≥73.00%
15.00%	N/A	≤9.40%
1.21%	N/A	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	173.00%
67.36%	N/A	172.50%
58.58%	N/A	174.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	165.60%
55.32%	N/A	157.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	NA	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

OFFICE OF JUVENILE JUSTICE

Total Public Population: 363



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	29.5%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	21.43%	83.16%	14.93%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	>99%	>99%	87.5%		99.0%	>99%	87.5%	87.5%	
10th Grade	97.0%	92.0%	98.1%	93.1%		97.4%	95.7%	98.4%	94.7%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	7.7%	≥ 8.0%	12.6%	<1%	46.3%	7.7%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	<1%	≥ 9.0%	10.1%	<1%	43.3%	2.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-10	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	94.7%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

NOBLE MINDS

Total Public Population: 155



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	27.1%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	N/A	>99%	>99%		99.0%	N/A	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	<1%	≥ 15.5%	16.8%	16.7%	41.6%	10.5%	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	<1%	≥ 8.0%	12.6%	N/A	46.3%	<1%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	75.0%	≥73.00%
15.00%	17.9%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	<5%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

JCFA-EAST

Total Public Population: 233



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	10.00%	83.16%	6.78%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	10.5%	≥ 9.0%	10.1%	<1%	43.3%	5.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	>99%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	<5%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	NA	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

ADVANTAGE CHARTER ACADEMY

Total Public Population: 599



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	9.2%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	96.8%	≥ 98.8%	>99%	>99%	>99%	96.8%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	33.3%	38.7%	28.1%	≥ 15.5%	16.8%	22.2%	41.6%	22.8%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	33.9%	≥ 8.0%	12.6%	25.0%	46.3%	46.4%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥-10	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	63.0%	≥73.00%
15.00%	16.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	>99%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 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://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	8.7%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	<5%	83.16%	8.33%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	N/A	98.1%	90.0%		97.4%	N/A	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	22.2%	≥ 9.0%	10.1%	N/A	43.3%	22.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	>99%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

WILLOW CHARTER ACADEMY

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://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	30.3%	≥ 15.5%	16.8%	16.7%	41.6%	36.4%	≥ 19.5%
8th Grade	7.6%	11.1%	30.7%	28.9%	≥ 8.0%	12.6%	55.6%	46.3%	71.1%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	76.5%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

DR. MARTIN LUTHER KING CHARTER SCHOOL FOR SCI TECH

Total Public Population: 900



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	9.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	28.57%	83.16%	73.08%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	98.4%	≥ 98.8%	>99%	>99%	>99%	98.4%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	88.9%	98.1%	98.3%		97.4%	88.9%	98.4%	94.0%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	3.3%	≥ 15.5%	16.8%	<1%	41.6%	15.0%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	13.1%	≥ 8.0%	12.6%	<1%	46.3%	32.8%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	7.1%	≥ 9.0%	10.1%	<1%	43.3%	16.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	<1%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	74.6%	≥73.00%
15.00%	14.9%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	40.0%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

LINCOLN PREPARATORY SCHOOL

Total Public Population: 725



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	19.0%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	70.00%	83.16%	72.09%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	98.3%	≥ 98.8%	>99%	>99%	>99%	98.3%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	9.1%	38.7%	6.8%	≥ 15.5%	16.8%	9.1%	41.6%	6.8%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	2.8%	≥ 8.0%	12.6%	<1%	46.3%	<1%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	5.6%	≥ 9.0%	10.1%	<1%	43.3%	18.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	60.0%	≥ 62.0%	61.6%	80.0%	≥ 60.0%
10th Grade	58.0%	<1%	≥ 53.0%	73.7%	<1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥0	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥0	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	92.2%	≥73.00%
15.00%	5.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	25.0%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	>95%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	<5%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	<5%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	>95%	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

IBERVILLE CHARTER ACADEMY

Total Public Population: 604



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	11.6%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	11.3%	≥ 15.5%	16.8%	<1%	41.6%	13.2%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	13.0%	≥ 8.0%	12.6%	16.7%	46.3%	37.0%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	71.2%	≥73.00%
15.00%	25.4%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	33.3%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

DELTA CHARTER SCHOOL MST

Total Public Population: 500



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	13.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	94.87%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	30.8%	≥ 15.5%	16.8%	<1%	41.6%	28.2%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	22.5%	≥ 8.0%	12.6%	<1%	46.3%	22.5%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	14.3%	≥ 9.0%	10.1%	16.7%	43.3%	35.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	25.0%	≥ 62.0%	61.6%	50.0%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	72.6%	≥73.00%
15.00%	21.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LAKE CHARLES COLLEGE PREP

Total Public Population: 609



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	6.7%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	88.89%	83.16%	92.05%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	12.5%	40.3%	25.2%	≥ 9.0%	10.1%	<1%	43.3%	21.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	83.3%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	NA	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	45.45%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	72.73%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	>95%	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

NORTHEAST CLAIBORNE CHARTER

Total Public Population: 209



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	50.00%	83.16%	78.57%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	>99%		97.4%	N/A	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	<1%	≥ 15.5%	16.8%	<1%	41.6%	23.1%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	<1%	≥ 8.0%	12.6%	<1%	46.3%	16.7%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	<1%	≥ 9.0%	10.1%	N/A	43.3%	27.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	64.7%	≥73.00%
15.00%	23.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	80.00%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	<5%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	<5%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	>95%	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ACADIANA RENAISSANCE CHARTER ACADEMY

Total Public Population: 2986



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	5.7%
Gifted and Talented Students	<5%	5.4%
Regular Education Students	≥80%	88.9%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	25.00%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	99.0%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	52.9%	38.7%	64.2%	≥ 15.5%	16.8%	47.1%	41.6%	64.2%	≥ 19.5%
8th Grade	7.6%	25.0%	30.7%	76.0%	≥ 8.0%	12.6%	25.0%	46.3%	71.2%	≥ 12.5%
10th Grade	11.9%	21.1%	40.3%	62.8%	≥ 9.0%	10.1%	15.4%	43.3%	63.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	<1%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-60	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	86.5%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	14.3%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LOUISIANA KEY ACADEMY BATON ROUGE

Total Public Population: 462



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	77.5%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	>99%	98.6%	≥ 98.8%	>99%	98.5%	>99%	98.6%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	11.9%	38.7%	11.1%	≥ 15.5%	16.8%	1.5%	41.6%	1.4%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	<1%	≥ 8.0%	12.6%	12.9%	46.3%	11.4%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	<1%	≥ 9.0%	10.1%	<1%	43.3%	<1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	>99%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	<5%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LAFAYETTE RENAISSANCE CHARTER ACADEMY

Total Public Population: 1772



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	6.3%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	40.00%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	22.4%	≥ 15.5%	16.8%	<1%	41.6%	28.8%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	22.4%	≥ 8.0%	12.6%	<1%	46.3%	38.5%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	21.8%	≥ 9.0%	10.1%	7.1%	43.3%	25.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	68.8%	≥73.00%
15.00%	16.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

IMPACT CHARTER SCHOOL

Total Public Population: 445



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	97.9%	≥ 98.8%	>99%	>99%	>99%	97.9%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	13.0%	≥ 15.5%	16.8%	>99%	41.6%	58.7%	≥ 19.5%
8th Grade	7.6%	20.0%	30.7%	13.2%	≥ 8.0%	12.6%	<1%	46.3%	39.5%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥40	≤ 24.0
8th Grade	≥-30	≥0	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	87.9%	≥73.00%
15.00%	12.1%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	83.30%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

LOUISIANA VIRTUAL CHARTER ACADEMY

Total Public Population: 2240



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	69.57%	83.16%	73.24%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	98.4%		97.4%	97.0%	98.4%	96.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	20.0%	38.7%	17.3%	≥ 15.5%	16.8%	20.0%	41.6%	17.3%	≥ 19.5%
8th Grade	7.6%	12.0%	30.7%	20.1%	≥ 8.0%	12.6%	12.0%	46.3%	34.7%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	29.2%	≥ 9.0%	10.1%	11.5%	43.3%	36.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	25.0%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	50.0%	≥ 62.0%	61.6%	25.0%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day
 Inside Regular Class less than 40% of the day
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	80.1%	≥73.00%
15.00%	19.1%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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	64.11%	N/A	73.00%
Acquisition and use of knowledge and skills	67.36%	N/A	72.50%
Appropriate behaviors to meet needs	58.58%	N/A	74.00%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	59.07%	N/A	65.60%
Acquisition and use of knowledge and skills	55.32%	N/A	57.60%
Appropriate behaviors to meet needs	54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

SOUTHWEST LOUISIANA CHARTER ACADEMY

Total Public Population: 850



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	14.5%	≥ 15.5%	16.8%	<1%	41.6%	15.9%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	10.6%	≥ 8.0%	12.6%	<1%	46.3%	32.9%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	73.8%	≥73.00%
15.00%	16.3%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	27.3%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

JS CLARK LEADERSHIP ACADEMY

Total Public Population: 369



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	98.0%		97.4%	>99%	98.4%	97.6%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	<1%	≥ 8.0%	12.6%	<1%	46.3%	21.4%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	40.8%	≥ 9.0%	10.1%	<1%	43.3%	39.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-30	≤ 33.0
10th Grade	≥-30	≥-50	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	>99%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	>95%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	NA	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

GEO PREP ACADEMY OF GREATER BATON ROUGE

Total Public Population: 792



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	6.7%	38.7%	19.1%	≥ 15.5%	16.8%	13.3%	41.6%	27.7%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	24.6%	≥ 8.0%	12.6%	11.1%	46.3%	31.9%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	50.0%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	57.4%	≥73.00%
15.00%	19.1%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

AUDUBON CHARTER SCHOOL

Total Public Population: 978



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	16.4%
Gifted and Talented Students	<5%	26.1%
Regular Education Students	≥80%	57.6%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	25.0%	38.7%	44.9%	≥ 15.5%	16.8%	30.0%	41.6%	61.2%	≥ 19.5%
8th Grade	7.6%	18.2%	30.7%	49.3%	≥ 8.0%	12.6%	36.4%	46.3%	68.1%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-40	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	71.4%	≥73.00%
15.00%	21.8%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	90.90%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

EINSTEIN CHARTER SCHOOL AT VILLAGE DE L'EST

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://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	5.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	4.8%	≥ 15.5%	16.8%	<1%	41.6%	4.8%	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	88.9%	≥73.00%
15.00%	5.6%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	50.0%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	88.90%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

BENJAMIN FRANKLIN HIGH SCHOOL

Total Public Population: 1307



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	<5%
Gifted and Talented Students	<5%	28.5%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	75.0%	40.3%	96.5%	≥ 9.0%	10.1%	>99%	43.3%	>99%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	86.7%	≥73.00%
15.00%	13.3%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ALICE M HARTE ELEMENTARY CHARTER SCHOOL

Total Public Population: 739



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	10.8%
Gifted and Talented Students	<5%	5.7%
Regular Education Students	≥80%	83.5%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	36.7%	≥ 15.5%	16.8%	12.5%	41.6%	48.1%	≥ 19.5%
8th Grade	7.6%	14.3%	30.7%	42.3%	≥ 8.0%	12.6%	14.3%	46.3%	51.3%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-40	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	57.4%	≥73.00%
15.00%	36.2%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	<5%	73.00%
67.36%	<5%	72.50%
58.58%	<5%	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	50.00%	65.60%
55.32%	50.00%	57.60%
54.28%	50.00%	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

EDNA KARR HIGH SCHOOL

Total Public Population: 1124



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	7.4%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	9.1%	40.3%	29.0%	≥ 9.0%	10.1%	25.0%	43.3%	42.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	33.3%	≥ 53.0%	73.7%	<1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day
 Inside Regular Class less than 40% of the day
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	87.9%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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	64.11%	N/A	73.00%
Acquisition and use of knowledge and skills	67.36%	N/A	72.50%
Appropriate behaviors to meet needs	58.58%	N/A	74.00%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	59.07%	N/A	65.60%
Acquisition and use of knowledge and skills	55.32%	N/A	57.60%
Appropriate behaviors to meet needs	54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	47.37%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	68.42%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	>95%	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

THE WILLOW SCHOOL

Total Public Population: 2119



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	5.4%
Gifted and Talented Students	<5%	25.1%
Regular Education Students	≥80%	69.5%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	>95%	83.16%	>95%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	98.5%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	>99%	38.7%	92.0%	≥ 15.5%	16.8%	>99%	41.6%	95.3%	≥ 19.5%
8th Grade	7.6%	71.4%	30.7%	93.9%	≥ 8.0%	12.6%	57.1%	46.3%	90.8%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	90.1%	≥ 9.0%	10.1%	<1%	43.3%	86.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥0	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥***	≤ 25.0	≥-40	≥-90	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	>99%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	14.3%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	93.80%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ELEANOR MCMAIN SECONDARY SCHOOL

Total Public Population: 725



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	6.6%
Gifted and Talented Students	<5%	5.2%
Regular Education Students	≥80%	88.1%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	36.36%	83.16%	84.62%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	27.3%	≥ 9.0%	10.1%	<1%	43.3%	43.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	50.0%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day
 Inside Regular Class less than 40% of the day
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	82.0%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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	2023-2024 STATE TARGET
Positive social-emotional skills	64.11%	N/A	73.00%
Acquisition and use of knowledge and skills	67.36%	N/A	72.50%
Appropriate behaviors to meet needs	58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2023-2024 STATE TARGET
Positive social-emotional skills	59.07%	N/A	65.60%
Acquisition and use of knowledge and skills	55.32%	N/A	57.60%
Appropriate behaviors to meet needs	54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	77.27%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	81.82%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	>95%	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ROBERT RUSSA MOTON CHARTER SCHOOL

Total Public Population: 432



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	6.7%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	97.7%	≥ 98.8%	>99%	>99%	>99%	97.7%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	>99%		97.4%	N/A	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	7.1%	≥ 15.5%	16.8%	<1%	41.6%	11.9%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	9.3%	≥ 8.0%	12.6%	<1%	46.3%	20.4%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	<1%	≥ 9.0%	10.1%	N/A	43.3%	<1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	64.3%	≥73.00%
15.00%	28.6%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LAKE FOREST ELEMENTARY CHARTER SCHOOL

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://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	8.1%
Gifted and Talented Students	<5%	8.0%
Regular Education Students	≥80%	83.9%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	N/A	>99%	>99%		99.0%	N/A	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	62.5%	38.7%	68.5%	≥ 15.5%	16.8%	62.5%	41.6%	89.0%	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	92.0%	≥ 8.0%	12.6%	N/A	46.3%	94.0%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	>99%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	81.80%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

NEW ORLEANS CHARTER SCIENCE AND MATHEMATICS HS

Total Public Population: 619



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	36.36%	83.16%	81.03%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	98.8%		97.4%	95.7%	98.4%	98.1%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	9.1%	40.3%	20.3%	≥ 9.0%	10.1%	10.0%	43.3%	27.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	50.0%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	62.8%	≥73.00%
15.00%	32.1%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	70.00%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	>95%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	>95%	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

BRICOLAGE ACADEMY

Total Public Population: 995



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	20.2%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	15.4%	38.7%	41.4%	≥ 15.5%	16.8%	19.2%	41.6%	45.9%	≥ 19.5%
8th Grade	7.6%	6.3%	30.7%	10.5%	≥ 8.0%	12.6%	6.3%	46.3%	34.9%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	<1%	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	71.9%	≥73.00%
15.00%	19.1%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	9.5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	<5%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

WILSON CHARTER SCHOOL

Total Public Population: 625



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	98.4%	≥ 98.8%	>99%	>99%	>99%	98.4%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	12.5%	38.7%	27.9%	≥ 15.5%	16.8%	<1%	41.6%	16.4%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	17.6%	≥ 8.0%	12.6%	<1%	46.3%	27.9%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	85.7%	≥73.00%
15.00%	9.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	33.3%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

SARAH TOWLES REED HIGH SCHOOL

Total Public Population: 415



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	71.43%	83.16%	69.33%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	>95%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	12.6%	≥ 9.0%	10.1%	8.3%	43.3%	18.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	66.7%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	76.6%	≥73.00%
15.00%	8.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

EINSTEIN CHARTER MIDDLE SCH AT SARAH TOWLES REED

Total Public Population: 296



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	7.8%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	12.0%	≥ 8.0%	12.6%	16.7%	46.3%	34.3%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	73.9%	≥73.00%
15.00%	8.7%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

EINSTEIN CHARTER AT SHERWOOD FOREST

Total Public Population: 395



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	20.0%	38.7%	20.6%	≥ 15.5%	16.8%	<1%	41.6%	19.1%	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	78.9%	≥73.00%
15.00%	7.9%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	25.0%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	<5%	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	80.00%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

PIERRE A. CAPDAU S.T.E.A.M SCHOOL

Total Public Population: 675



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	96.7%	≥ 98.8%	>99%	>99%	>99%	96.7%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	5.4%	≥ 15.5%	16.8%	20.0%	41.6%	19.6%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	3.3%	≥ 8.0%	12.6%	<1%	46.3%	26.4%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	50.0%	≥ 55.0%	54.6%	50.0%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	72.9%	≥73.00%
15.00%	18.6%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

NEW HARMONY HIGH INSTITUTE

Total Public Population: 372



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	15.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	77.78%	83.16%	77.42%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	14.3%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	92.9%	98.1%	91.0%		97.4%	93.8%	98.4%	88.8%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	11.6%	≥ 9.0%	10.1%	7.7%	43.3%	24.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	<1%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	64.5%	≥73.00%
15.00%	16.1%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	>95%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	>95%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	>95%	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

ATHLOS ACADEMY OF JEFFERSON PARISH

Total Public Population: 1125



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	92.9%	>99%	99.0%	≥ 98.8%	99.0%	92.9%	99.0%	99.0%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	5.4%	≥ 15.5%	16.8%	<1%	41.6%	12.5%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	3.0%	≥ 8.0%	12.6%	<1%	46.3%	27.3%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	60.0%	≥ 62.0%	61.6%	60.0%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day
 Inside Regular Class less than 40% of the day
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	64.6%	≥73.00%
15.00%	7.1%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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	64.11%	N/A	73.00%
Acquisition and use of knowledge and skills	67.36%	N/A	72.50%
Appropriate behaviors to meet needs	58.58%	N/A	74.00%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	59.07%	N/A	65.60%
Acquisition and use of knowledge and skills	55.32%	N/A	57.60%
Appropriate behaviors to meet needs	54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

AUDUBON CHARTER GENTILLY

Total Public Population: 436



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	18.3%
Gifted and Talented Students	<5%	5.7%
Regular Education Students	≥80%	75.9%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	10.0%	38.7%	14.3%	≥ 15.5%	16.8%	20.0%	41.6%	38.8%	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day
 Inside Regular Class less than 40% of the day
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	80.3%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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	64.11%	N/A	73.00%
Acquisition and use of knowledge and skills	67.36%	N/A	72.50%
Appropriate behaviors to meet needs	58.58%	N/A	74.00%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	59.07%	N/A	65.60%
Acquisition and use of knowledge and skills	55.32%	N/A	57.60%
Appropriate behaviors to meet needs	54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

WALTER L. COHEN HIGH SCHOOL

Total Public Population: 423



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	18.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	80.00%	83.16%	76.92%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	28.6%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	95.2%	98.1%	92.0%		97.4%	>99%	98.4%	97.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	18.6%	≥ 9.0%	10.1%	7.7%	43.3%	9.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	16.7%	≥ 53.0%	73.7%	33.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	66.3%	≥73.00%
15.00%	6.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	50.00%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	50.00%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	>95%	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

DWIGHT D. EISENHOWER CHARTER SCHOOL

Total Public Population: 628



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	33.3%	38.7%	31.0%	≥ 15.5%	16.8%	33.3%	41.6%	34.5%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	3.2%	≥ 8.0%	12.6%	11.1%	46.3%	35.9%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	<1%	≥ 55.0%	54.6%	<1%	≥ 54.0%
8th Grade	64.3%	<1%	≥ 62.0%	61.6%	<1%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	66.1%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	10.0%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	50.00%	73.00%
67.36%	50.00%	72.50%
58.58%	50.00%	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	50.00%	65.60%
55.32%	<5%	57.60%
54.28%	50.00%	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LIVING SCHOOL

Total Public Population: 191



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	19.9%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥70%

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	83.33%	83.16%	60.71%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	92.3%	98.4%	97.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	<1%	≥ 9.0%	10.1%	<1%	43.3%	8.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	50.0%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	92.7%	≥73.00%
15.00%	7.3%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	NA	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile GEO NEXT GENERATION HIGH SCHOOL

Total Public Population: 437



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	80.00%	83.16%	85.14%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	6.3%	40.3%	24.1%	≥ 9.0%	10.1%	6.3%	43.3%	25.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	66.7%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	71.6%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

RED RIVER CHARTER ACADEMY

Total Public Population: 139



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	>99%	>99%	>99%		99.0%	>99%	>99%	>99%	
10th Grade	97.0%	>99%	98.1%	95.2%		97.4%	>99%	98.4%	91.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	19.0%	≥ 8.0%	12.6%	<1%	46.3%	33.3%	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	11.1%	≥ 9.0%	10.1%	<1%	43.3%	21.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	>99%	≥ 53.0%	73.7%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	≥-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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	42.9%	≥73.00%
15.00%	21.4%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	NA	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

MCDONOGH 35 SENIOR HIGH SCHOOL

Total Public Population: 858



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	69.23%	83.16%	91.93%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	93.5%	98.1%	98.2%		97.4%	93.8%	98.4%	98.6%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	13.0%	40.3%	38.9%	≥ 9.0%	10.1%	8.3%	43.3%	28.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	16.7%	≥ 53.0%	73.7%	50.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	75.0%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	>95%	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	56.25%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	93.75%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	>95%	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 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://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	94.0%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	45.45%	83.16%	45.45%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	11.8%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	>99%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	28.6%	≥ 53.0%	73.7%	57.1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	<5%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	>99%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	<5%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	33.33%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	>95%	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

COLLEGIATE BATON ROUGE

Total Public Population: 508



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	73.33%	83.16%	66.34%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	86.4%	98.1%	95.9%		97.4%	>99%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	<1%	40.3%	23.1%	≥ 9.0%	10.1%	<1%	43.3%	22.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	83.9%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	72.22%	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	94.44%	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	>95%	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

GEO PREP MID-CITY OF GREATER BATON ROUGE

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://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	13.9%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	24.0%	≥ 15.5%	16.8%	<1%	41.6%	36.0%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	24.2%	≥ 8.0%	12.6%	22.2%	46.3%	54.8%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	>99%	≥ 55.0%	54.6%	>99%	≥ 54.0%
8th Grade	64.3%	>99%	≥ 62.0%	61.6%	>99%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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	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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	80.0%	≥73.00%
15.00%	<5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

WARREN EASTON CHARTER HIGH SCHOOL

Total Public Population: 1133



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	7.4%
Gifted and Talented Students	<5%	5.0%
Regular Education Students	≥80%	87.6%

- 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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	86.96%	83.16%	92.05%	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	<5%	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	>99%	98.1%	97.5%		97.4%	96.3%	98.4%	95.8%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	9.5%	40.3%	30.5%	≥ 9.0%	10.1%	4.8%	43.3%	31.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	20.0%	≥ 53.0%	73.7%	40.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	40.7%	≥73.00%
15.00%	46.5%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	NA	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

GEO PREP BAKER

Total Public Population: 88



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	21.6%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	N/A	>99%	N/A	≥ 98.8%	>99%	N/A	>99%	N/A	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	N/A	38.7%	N/A	≥ 15.5%	16.8%	N/A	41.6%	N/A	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	36.4%	≥73.00%
15.00%	36.4%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LOUISIANA KEY ACADEMY NORTHSORE

Total Public Population: 269



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	71.7%
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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.1%	>99%	98.4%	≥ 98.8%	>99%	98.1%	>99%	98.4%	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	1.6%	≥ 15.5%	16.8%	7.7%	41.6%	9.5%	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	90.3%	≥73.00%
15.00%	6.3%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	<5%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys

2023-2024 State Performance Profile

BATON ROUGE OCHSNER DISCOVERY

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://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	52.9%	≥ 15.5%	16.8%	<1%	41.6%	35.3%	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-60	≤ 18.0	≥-30	≥-40	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	57.1%	≥73.00%
15.00%	14.3%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	88.90%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

KENILWORTH SCIENCE AND TECHNOLOGY ACADEMY

Total Public Population: 692



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%		>99%	>99%	>99%	>99%	
8th Grade	98.9%	>99%	>99%	>99%	≥ 98.8%	99.0%	>99%	>99%	>99%	≥ 98.8%
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	20.0%	38.7%	13.2%	≥ 15.5%	16.8%	20.0%	41.6%	26.4%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	23.6%	≥ 8.0%	12.6%	7.1%	46.3%	32.7%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	66.7%	≥ 62.0%	61.6%	66.7%	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥-10	≤ 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	62.2%	≥73.00%
15.00%	12.2%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

LOUISIANA KEY ACADEMY CADDO

Total Public Population: 94



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	62.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥30%

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	N/A	>99%	N/A		99.0%	N/A	N/A	N/A	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	3.4%	38.7%	2.9%	≥ 15.5%	16.8%	3.4%	41.6%	2.9%	≥ 19.5%
8th Grade	7.6%	N/A	30.7%	N/A	≥ 8.0%	12.6%	N/A	46.3%	N/A	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	80.0%	≥73.00%
15.00%	10.0%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	N/A	≥17.25%
6.25%	N/A	≤4.90%
2.91%	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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	>95%	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2023-2024 State Performance Profile

PRESCOTT K-8 ACADEMY

Total Public Population: 363



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://doe.louisiana.gov/data-and-reports/special-education-reporting>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.4%	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		2023-2024 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
77.71%	N/A	83.16%	N/A	≥61.00%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
20.07%	N/A	≤14.00

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	>99%	>99%	>99%	≥ 98.8%	>99%	>99%	>99%	>99%	≥ 98.8%
8th Grade	98.9%	>99%	>99%	97.1%		99.0%	>99%	97.1%	97.1%	
10th Grade	97.0%	N/A	98.1%	N/A		97.4%	N/A	98.4%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	17.4%	<1%	38.7%	3.4%	≥ 15.5%	16.8%	<1%	41.6%	13.8%	≥ 19.5%
8th Grade	7.6%	<1%	30.7%	9.1%	≥ 8.0%	12.6%	<1%	46.3%	18.2%	≥ 12.5%
10th Grade	11.9%	N/A	40.3%	N/A	≥ 9.0%	10.1%	N/A	43.3%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	56.0%	N/A	≥ 55.0%	54.6%	N/A	≥ 54.0%
8th Grade	64.3%	N/A	≥ 62.0%	61.6%	N/A	≥ 60.0%
10th Grade	58.0%	N/A	≥ 53.0%	73.7%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2023-2024 STATE TARGET	SPECIAL EDUCATION		2023-2024 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		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
	No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
67.83%	89.7%	≥73.00%
15.00%	6.9%	≤9.40%
1.21%	<5%	≤1.10%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2023-2024 STATE TARGET
STATE	DISTRICT	
14.43%	50.0%	≥17.25%
6.25%	<5%	≤4.90%
2.91%	<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		2023-2024 STATE TARGET
STATE	DISTRICT	
64.11%	N/A	73.00%
67.36%	N/A	72.50%
58.58%	N/A	74.00%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

59.07%	N/A	65.60%
55.32%	N/A	57.60%
54.28%	N/A	60.75%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	78.45%	N/A	87.50%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2023-2024 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		2023-2024 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		2023-2024 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.20%	NA	100.00%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2023-2024 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	99.37%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	79.46%	*	100.00%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.59%	N/A	37.00%
Enrolled in higher education or competitively employed within one year of leaving high school	63.06%	N/A	75.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00%	N/A	91.50%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements
Data Source: IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility
Data Source: IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program
Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Source: Districts collect post school data through phone or mail surveys