

Louisiana Believes

Special Education LEA Determinations Tier 1 Changes

May 2020

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Please contact specialeducation@la.gov with questions.

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a shape reminiscent of a stylized 'V' or a wide arrow. This white area is surrounded by various shades of blue, from light sky blue to deep, dark teal. The colors are blended and layered, giving the background a soft, artistic, and textured appearance.

LEA Determinations Overview

LEA Determinations

Each year, the Department must issue a determination to each school system on the provision of special education and related services under IDEA. These are called LEA Determinations.

School systems' performance on a series of outcome and compliance measures result in an LEA Determination of (1) Meets Requirements, (2) Needs Assistance, (3) Needs Intervention, or (4) Needs Substantial Intervention. This year, the Department updated the LEA Determinations Tier 1 indicators to better align to student performance.

FFY 2018 (2018 -2019 School Year) LEA Determinations Timeline:


1. Draft determinations will be distributed to Special Education Leaders via FTP on **May 18**.
2. Final determinations will be distributed to Superintendents/Charter Leaders via FTP in **mid-June**.

Please note: LEA

Determinations are made at the school system level, as required by IDEA, while plans to improve struggling schools identified as UIR for students with disabilities is a separate process required by ESSA.

LEA Determinations Documents

The LEA Determination includes Overview and Results documents, each pictured below.



2018-2019 LEA DETERMINATION OVERVIEW

LDOE is required to make annual determinations on the provision of special education and related services for each LEA in the state. Each LEA is evaluated on a series of indicators, to determine if the LEA Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. This document provides LEAs with an overview of data elements included in the LEA Determinations, including how LDOE collects and analyzes the data.


TIER I	TIER II	TIER III
Graduation	Discipline (Removals) by Race/Ethnicity	Early Childhood Transition
Statewide Assessment Performance (ELA and Math)	Disproportionate Representation by Race/Ethnicity	Timely and Accurate Data: 618 Submissions
Statewide Assessment Progress (ELA and Math)	Disproportionate Representation by Disability Category	Timely and Accurate Data: CEIS in eGMS
Cohort Credential Attainment*	Initial Evaluation Timelines	Uncorrected Noncompliance/ Corrective Action Plan
	Secondary Transition Plans	Audit Findings

**The Cohort Credential Attainment data element will be reported in the 2018-2019 LEA Determination, but will not be used to calculate the total LEA Determination score. It will be used to calculate the total LEA Determination score starting with the 2019-2020 LEA Determination.*

The table below provides the following information for each data element included in the LEA Determinations:

- DATA ELEMENT** – Provides the name of the data element included in LEA Determinations.
- SPP/APR INDICATORS** – Provides the State Performance Plan/Annual Performance Report (SPP/APR) Indicator number, if applicable.
- DESCRIPTION** – Provides the federal and/or state definition of the data element.
- TARGETS OVER TIME** – Shows the target the LEA must reach each FFY in order to receive the maximum number of possible points.
- DATA COLLECTION TIMELINE/LDOE ANALYSIS** – Outlines information the LEA is responsible for submitting, actions the LEA is responsible for completing, and additional reviews or analyses conducted by LDOE to make a determination of the data element.
- SOURCE** – Identifies where LEAs can obtain source data, if applicable.

2018-2019 LEA Determination Results
LEA NAME
LEA Code:



LEA DETERMINATION: DETERMINATION

TOTAL POINTS POSSIBLE	TOTAL POINTS EARNED	TOTAL PERFORMANCE
#	#	%

TIER I INDICATORS

DETERMINATION CRITERIA	STATE TARGET	LEA PERFORMANCE	POINTS (0-6)
GRADUATION	Graduation Rate: Percent of Students with Disabilities Graduating (Cohort Rate)	≥ 90% by FFY24	%
	Graduation Improvement: Percentage point difference in Graduation Rate from the previous year to this year.	≥ 5 percentage points per year	#

DETERMINATION CRITERIA	STATE TARGET	LEA PERFORMANCE	MET STATE TARGET	POINTS (0-6)
Statewide Assessment Performance: Performance of Students with Disabilities on Statewide Assessments- ELA	≥ 20%	%	yes/no	#
Statewide Assessment Progress: Percent of Top Growth- ELA	≥ 42%	%	yes/no	#
Statewide Assessment Performance: Performance of Students with Disabilities on Statewide Assessments- Math	≥ 17.8%	%	yes/no	#
Statewide Assessment Progress: Percent of Top Growth- Math	≥ 42%	%	yes/no	#

Note: The Cohort Credential Attainment data element is not used to calculate the total 2018-2019 LEA Determination score.

DETERMINATION CRITERIA	STATE TARGET	LEA PERFORMANCE	POINTS (0-6)
COHORT CREDENTIAL ATTAINMENT	Cohort Credential Attainment Rate: Percent of youth with IEPs graduating from high school and earning an advanced or basic statewide credential.	≥ 42% by FFY24	%
	Cohort Credential Attainment Improvement: Percentage points difference in Graduation Rate from the previous year to this year.	3 percentage points per year	#

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LEA Determination Tiers

The Department calculates LEA Determinations using three tiers of data sources. Tier 1 indicators are based on student outcomes, while Tier 2 and 3 indicators are based on compliance.

TIER I	TIER II	TIER III
Graduation	Discipline (Removals) by Race/Ethnicity	Early Childhood Transition
Drop Out	Disproportionate Representation by Race/Ethnicity	Timely and Accurate Data: 618 Submissions
Statewide Assessment Performance – Elementary, grades 3-5 (ELA and Math)	Disproportionate Representation by Disability Category	Timely and Accurate Data: CEIS in eGMS
Statewide Assessment Performance – Middle, grades 6-8 (ELA and Math)	Initial Evaluation Timelines	Uncorrected Noncompliance/ Corrective Action Plan
Statewide Assessment Performance – High School grades 9-12 (ELA and Math)	Secondary Transition Plans	Audit Findings

Tier 1 Changes

TIER I
Graduation
Drop Out
Statewide Assessment Performance - Elementary, grades 3-5 (ELA and Math)
Statewide Assessment Performance - Middle, grades 6-8 (ELA and Math)
Statewide Assessment Performance - High School grades 9-12 (ELA and Math)

The Department has made changes to the Tier 1 indicators for several reasons:

- Improve alignment of indicators to student outcomes and Louisiana's ESSA Plan
- Reward school systems for growth in addition to performance
- Capture student outcomes in college and career readiness

Tier 1 Changes Summary

Previous Tier 1 Indicators	Points
Graduation	3
Drop Out	3
Statewide Assessment Performance – Elementary, grades 3-5 (ELA)	3
Statewide Assessment Performance – Middle, grades 6-8 (ELA)	3
Statewide Assessment Performance –High School grades 9-12 (ELA)	3
Statewide Assessment Performance – Elementary, grades 3-5 (Math)	3
Statewide Assessment Performance – Middle, grades 6-8 (Math)	3
Statewide Assessment Performance –High School grades 9-12 (Math)	3
Total Points	24

Updated Tier 1 Indicators	Points
Graduation	6
Statewide Assessment Performance - ELA	3
Statewide Assessment Progress - ELA	3
Statewide Assessment Performance - Math	3
Statewide Assessment Progress - Math	3
Cohort Credential Attainment (starting with 2019 determinations)	6
Total Points	24

Graduation

Updated Graduation Indicator

The Department has developed an updated Graduation indicator to better align to Louisiana's ESSA Plan and to reward school systems for progress in their graduation rates.

- Louisiana's ESSA Plan sets the goal of a **90.0% graduation rate** for students with disabilities by **2025**.
- In **2017, 59.3%** of students with disabilities in Louisiana graduated.
- To reach the 2025 goal, the graduation rate of students with disabilities must **increase by 5.1 percentage points per year**.
- The updated graduation rate indicator awards points for a school system's yearly graduation rate and its improvement from the previous year.

Graduation with a High School Diploma: Rate and Improvement

The updated “Graduation with a High School Diploma: Rate and Improvement” indicator carries a maximum of **six** points.

- **Graduation Rate** means the percent of youth with disabilities graduating from high school with a regular diploma (using a cohort graduation rate).
- **Graduation Improvement** means the percentage point difference in Graduation Rate from the previous year to this year.

Graduation with a High School Diploma: Rate and Improvement

School systems will receive points based on the combination of Graduation Rate and Graduation Improvement, using the table below.

GRADUATION POINTS TABLE

		GRADUATION RATE						
		0%	0.1% - 14.9%	15% - 29.9%	30% - 44.9%	45% - 59.9%	60% - 89.9%	90%+
IMPROVEMENT FROM PAST YEAR	0 OR NEGATIVE	0	1	2	3	4	5	6
	0.1 - 5.0 PERCENTAGE POINTS		2	3	4	5	6	6
	5.1+ PERCENTAGE POINTS		3	4	5	6	6	6

For example, a school system with a Graduation Rate of 40% and Graduation Improvement of 4.2 percentage points would receive **4 points**.

Results: Previous Versus Updated Graduation Indicator

Under the previous Graduation indicator, the school system would have received 2 out of 3 possible points:

DETERMINATION CRITERIA	STATE TARGET	LEA PERFORMANCE	MET STATE TARGET	POINTS (0-3)
Indicator 1: Percent of Students with Disabilities Graduating (Cohort Rate)	≥44%	40%	No	2

Under the updated Graduation indicator, the school system will receive 4 out of 6 possible points:

DETERMINATION CRITERIA		STATE TARGET	LEA PERFORMANCE	POINTS (0-3)
Graduation	Graduation Rate: Percent of Students with Disabilities Graduating (Cohort Rate)	≥90% by FFY24	40%	4
	Graduation Improvement: Percentage point difference in Graduation Rate from the previous year to this year	5.1 percentage points per year	4.2 percentage points	

Consider a school system with a **Graduation Rate of 40%** and **Graduation Improvement of 4.2 percentage points.**

These tables show the results the school system would see on the LEA Determinations Results Sheet.



Statewide Assessment Performance and Progress - ELA

Updated Performance and Progress Indicators - ELA

The Department has updated the ELA indicators to better align to Louisiana's ESSA Plan and to reward school systems for growth.

- Louisiana's ESSA Plan sets the goal of **63.5% ELA Proficiency (Mastery+)** for students with disabilities by **2025**. Targets in the updated model are based off progress towards this goal.
- The updated model awards up to 3 points for Mastery+ performance on statewide ELA exams for students in all grades.
- Additionally, to recognize school systems' support of students with disabilities across proficiency levels, the new ELA Progress indicator awards up to 3 points for Top Growth in ELA.

Statewide Assessment Performance and Progress - ELA

The updated “Statewide Assessment Performance and Progress - ELA” indicators carry a maximum of **three** points each.

- **Statewide Assessment Performance (ELA)** means the percent of students with disabilities who score mastery or above as measured by the regular assessment with/without accommodations and alternate assessments against alternate standards.
- **Statewide Assessment Progress (ELA)** means the percentage of students with disabilities who demonstrate [Top Growth](#) on assessments from all grades, including the End of Course (EOC) assessments for high school students but not including LEAP Connect/LAA1 assessments.

Statewide Assessment Performance and Progress - ELA

School systems will receive points for Statewide Assessment Performance and Progress - ELA using the tables below.

Assessment Performance - ELA	
FFY 18 Goal: 20.1% Mastery+	Points
0%	0
0.1% - 10.0%	1
10.1% - 20.0%	2
20.1% +	3

Assessment Progress - ELA	
FFY 18 Goal: 42.0% Top Growth	Points
0 - 13.9%	0
14% - 27.9%	1
28% - 41.9%	2
42%+	3

Results: Previous Versus Updated Performance and Progress - ELA Indicator

Under the previous Statewide Assessment Performance indicator, the school system would have received 1 out of 3 possible points:

DETERMINATION CRITERIA	STATE TARGET	LEA PERFORMANCE	MET STATE TARGET	POINTS (0-3)
Indicator 3C: Performance of Students with Disabilities on Statewide Assessments	≥20.1%	9%	No	1

Under the updated indicators, the school system will receive 1 out of 3 possible points for Statewide Assessment Performance and 3 out of 3 possible points for Statewide Assessment Progress.

DETERMINATION CRITERIA	STATE TARGET	LEA PERFORMANCE	MET STATE TARGET	POINTS (0-3)
Statewide Assessment Performance: Performance of Students with Disabilities on Statewide Assessments - ELA	≥20.1%	9%	No	1
Statewide Assessment Progress: Percent of Top Growth - ELA	≥42%	43%	Yes	3

Consider a school system with a **Statewide Assessment Performance - ELA of 9%** and **Statewide Assessment Progress - ELA of 43%**.

These tables show the results the school system would see on the LEA Determinations Results Sheet.

The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, painterly effect. The colors are more saturated in some areas and lighter in others, giving it a sense of depth and movement. The overall aesthetic is clean and professional, suitable for an educational or official report.

Statewide Assessment Performance and Progress - Math

Updated Math Performance and Progress Indicators

The Department has updated the Math indicator to better align to Louisiana's ESSA Plan and to reward school systems for growth.

- Louisiana's ESSA Plan sets the goal of **56.5% Math Proficiency** (Mastery+) for students with disabilities by **2025**. Targets in the updated model are based off progress towards this goal.
- The updated model awards up to 3 points for Mastery+ performance on statewide Math exams.
- Additionally, to recognize school systems' support of students with disabilities across proficiency levels, the new Progress indicator awards up to 3 points for Top Growth in Math.

Statewide Assessment Performance and Progress - Math

Similar to their ELA counterparts, the updated “Statewide Assessment Performance and Progress - Math” indicators carry a maximum of **three** points each.

- **Statewide Assessment Performance (Math)** means the percent of students with disabilities who score mastery or above as measured by the regular assessment with/without accommodations and alternate assessments against alternate standards.
- **Statewide Assessment Progress (Math)** means the percentage of students with disabilities who demonstrate [Top Growth](#) on assessments from all grades, including the End of Course (EOC) assessments for high school students but not including LEAP Connect/LAA1 assessments.

Statewide Assessment Performance and Progress - Math

School systems will receive points for Statewide Assessment Performance and Progress - Math using the tables below.

Assessment Performance - Math	
FFY 18 Goal: 17.8% Mastery+	Points
0%	0
0.1% - 8.8%	1
8.9 - 17.7%	2
18.8% +	3

Assessment Progress - Math	
FFY 18 Goal: 42.0% Top Growth	Points
0 - 13.9%	0
14% - 27.9%	1
28% - 41.9%	2
42%+	3

Results: Previous Versus Updated Performance and Progress - Math Indicator

Under the previous Statewide Assessment Performance indicator, the school system would have received 2 out of 3 possible points:

DETERMINATION CRITERIA	STATE TARGET	LEA PERFORMANCE	MET STATE TARGET	POINTS (0-3)
Indicator 3C: Performance of Students with Disabilities on Statewide Assessments	≥17.8%	10%	No	2

Under the updated indicators, the school system will receive 2 out of 3 possible points for Statewide Assessment Performance and 2 out of 3 possible points for Statewide Assessment Progress.

DETERMINATION CRITERIA	STATE TARGET	LEA PERFORMANCE	MET STATE TARGET	POINTS (0-3)
Statewide Assessment Performance: Performance of Students with Disabilities on Statewide Assessments - ELA	≥17.8%	10%	No	2
Statewide Assessment Progress: Percent of Top Growth - ELA	≥42%	40%	No	2

Consider a school system with a **Statewide Assessment Performance - Math of 10%** and **Statewide Assessment Progress - Math of 40%**.

These tables show the results the school system would see on the LEA Determinations Results Sheet.

Cohort Credential Attainment

Cohort Credential Attainment Indicator

The Department developed the new Cohort Credential Attainment indicator to award school systems points for students with disabilities that graduate with basic or advanced credentials.

An advanced credential means the student graduated in 4 years (any diploma type) and met one or more of the following:

- Earned a passing score on an AP, IB, or CLEP assessment
- Earned an advanced statewide Jump Start credential
- Earned an associate's degree

A basic credential requires that the student graduated in 4 years (any diploma type) and met one or more of the following:

- Passed an AP, IB, or dual enrollment course
- Earn a basic statewide Jump Start credential

Cohort Credential Attainment

The new “Cohort Credential Attainment” indicator carries a maximum of **six** points.

- **Cohort Credential Attainment Rate** means the percent of youth with disabilities graduating from high school and earning an advanced or basic statewide credential.
- **Cohort Credential Attainment Improvement** means the percentage point difference in Cohort Credential Attainment Rate from the previous year to this year.

Based on feedback from stakeholders, the Department has set the goal of 42% Cohort Credential Attainment Rate for students with disabilities by 2025.

The Cohort Credential Attainment data element will be reported in the 2018-2019 LEA Determination, but will not be used to calculate the total LEA Determination score. It will be used to calculate the total LEA Determination score starting with the 2019-2020 LEA Determination.

Cohort Credential Attainment

School systems will receive points based on the combination of Cohort Credential Attainment Rate and Cohort Credential Attainment Improvement, using the table below.

COHORT CREDENTIAL ATTAINMENT POINTS TABLE

		CREDENTIAL ATTAINMENT RATE						
		0%	0.1% - 6.9%	7% - 13.9%	14% - 20.9%	21% - 27.9%	28% - 41.9%	42%+
IMPROVEMENT FROM PAST YEAR	0 OR NEGATIVE	0	1	2	3	4	5	6
	0.1 - 2.9 PTS		2	3	4	5	6	6
	3.0+ PTS		3	4	5	6	6	6

For example, a school system with a Cohort Credential Attainment Rate of 20% and Cohort Credential Attainment Improvement of 3.1 percentage points would receive **5 points**.

Results: Cohort Credential Attainment Indicator

Under the new Cohort Credential Attainment indicator, the school system would receive 5 out of 6 possible points.

DETERMINATION CRITERIA		STATE TARGET	LEA PERFORMANCE	POINTS (0-3)
Cohort Credential Attainment Rate	Cohort Credential Attainment Rate: Percent of youth with IEPs graduating from high school and earning an advanced or basic statewide credential.	≥42% by FFY24	20%	5
	Cohort Credential Attainment Improvement: Percentage points difference in Graduation Rate from the previous year to this year.	3 percentage points per year	3.1 percentage points	

As noted earlier, the Cohort Credential Attainment data element will be reported in the 2018-2019 LEA Determination, but will not be used to calculate the total LEA Determination score.

Consider a school system with a **Cohort Credential Attainment Rate of 20%** and **Cohort Credential Attainment Improvement of 3.1 percentage points.**

This table shows the results the school system would see on the LEA Determinations Results Sheet.



Summary

Tier 1 Changes Summary

Previous Tier 1 Indicators	Points
Graduation	3
Drop Out	3
Statewide Assessment Performance – Elementary, grades 3-5 (ELA)	3
Statewide Assessment Performance – Middle, grades 6-8 (ELA)	3
Statewide Assessment Performance –High School grades 9-12 (ELA)	3
Statewide Assessment Performance – Elementary, grades 3-5 (Math)	3
Statewide Assessment Performance – Middle, grades 6-8 (Math)	3
Statewide Assessment Performance –High School grades 9-12 (Math)	3
Total Points	24

Updated Tier 1 Indicators	Points
Graduation	6
Statewide Assessment Performance - ELA	3
Statewide Assessment Progress - ELA	3
Statewide Assessment Performance - Math	3
Statewide Assessment Progress - Math	3
Cohort Credential Attainment (starting with 2019 determinations)	6
Total Points	24