

# DISTRICT IMPROVEMENT PLAN PROFILE - 2003

Revised as of December 31, 2003

Local Education Agency: **East Baton Rouge Parish Schools**

Percent of Students with Disabilities: **9.8%** (for 2002-2003)

## INTRODUCTION

This profile has two purposes and sections:

- 1) It to be used as a mechanism for reporting and evaluating progress on the district improvement plan.
- 2) It provides a comparison of the district's performance to the State's goals and targeted performance levels.

Section 1 is formatted according to the State's goals. Section 2 is formatted according to the State's identified Desired Results. This report is based primarily on data collected and reported during school year 2002-2003.

The framework for the profile is to identify the Goals and Desired Results according to a logic or outcomes/results model using outcomes/results, outputs, and inputs. Outcomes/Results are framed by indicators of student performance. Outputs focus on the activities or events that are presumed to lead to the outcome results. Inputs are the system demands - the demands for service and resources needed to provide the service.

### Data collection

Data for this profile were obtained from information prepared by the Office of Management and Finance, Division of Planning, Analysis and Information Resources at the Louisiana Department of Education; these data are from the *State Special Education Data Profile* and from data on the LEA Performance Profiles. Data from reports generated monthly by the Division of Planning, Analysis, and Information Resources are also included. Unless otherwise noted or indicated, the Improvement Plan profile uses the baseline year of 1999-2000 (using December 1, 1999 federally reported data and Spring 2000 statewide assessment results).

### Notes for interpreting the graphs

Graphs are color-coded. Green represents outcomes, yellow outputs, and red inputs. The blue bars represent the projected progress on goals. The pink bars represent monthly progress beginning with July 2003. The blue dotted line shows the aimline based on the goal performance targets.

## SECTION 1 – DISTRICT REPORT

### District Improvement Plans

The District determined the specific Desired Results to be achieved. These are categorized under the model of student outcome performance results, outputs, and inputs. Immediately below is a summary categorization of the Desired Results. Each Desired Result is then presented with baseline, goal, annual targets and ongoing progress. Where possible graphic representations of data are provided.

## **Student Outcome Performance Results**

### **District Outputs**

- ◆ Increase the placement rate of students with disabilities in their regular classes 80% or more of the day
- ◆ [100% of] students with disabilities age 14 and older have a statement or plan of transition service needs

### **District Inputs**

- ◆ 100% of students with disabilities sent to the alternative school arrive with required documentation
- ◆ 100% of administrators interviewed indicate appropriate requirements for sending children to alternative school
- ◆ [100% of] students with disabilities receive the State-mandated amount of instructional time in alternative school
- ◆ All needed related services are provided to students with disabilities
- ◆ Increase the percentage of certified teachers
- ◆ Representatives of agencies are invited to participate in IEP and transition planning

## **ALTERNATIVE SCHOOLS**

### **AS-Desired Result 1:**

Students with disabilities are placed in alternative schools for children with disciplinary problems such that

- ◆ 100% of students with disabilities sent to the alternative school arrive with required documentation

Baseline (EBR 2001-2002): 92%

Goal: 100%

Performance Checks: 80% (EBR - Fall 2002)

- ◆ 100% of administrators interviewed indicate appropriate requirements for sending children to alternative school

Baseline: to be determined

Goal: 100%

**AS-Desired Result 2:**

Students with disabilities are receiving the State-mandated amount of instructional time (63,000 minutes per school year).

Baseline (Fall 2002): 100%

Goal: 100%

**AS-Desired Result 3:**

The LEA provides all needed related services to students with disabilities (including nursing, speech, and school psychology services).

Baseline (DSP 5/15/02): 33% (average of 60% with behavior management plans, 50% receiving counseling, 20% receiving speech, 0% receiving social skills training)

Goal: 100%

Performance Checks: 100% (EBR 2002-2003)

**LEAST RESTRICTIVE ENVIRONMENT**

**LRE-Desired Result 1:**

The LEA will increase its placement rate of students with disabilities in their regular classes 80% or more of the school day at a rate of 3.2% per year in the targeted school sites.

Baseline: 42.50% (includes ALL schools)

for identified schools: 47.20%

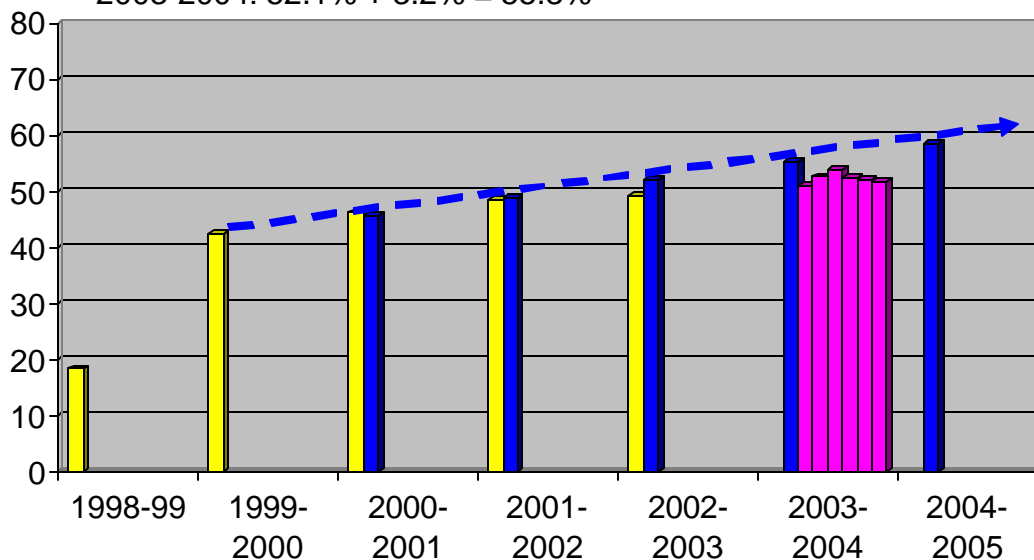
Goal: increase by 3.2% per year:

Annual targets:

2000-2001: 42.5% + 3.2% = 45.7%  
 2001-2002: 45.7% + 3.2% = 48.9%  
 2002-2003: 48.9% + 3.2% = 52.1%  
 2003-2004: 52.1% + 3.2% = 55.3%

EBR Performance Checks:

46.17%  
 48.4%



## PERSONNEL

### P-Desired Result 1:

- ◆ East Baton Rouge Parish will increase the percentage of certified [special education] teachers from a baseline of 61% by 3% each year until child count 2007 [SY2007-2008].

Baseline: 61.77%

Goal: increase by 3% per year

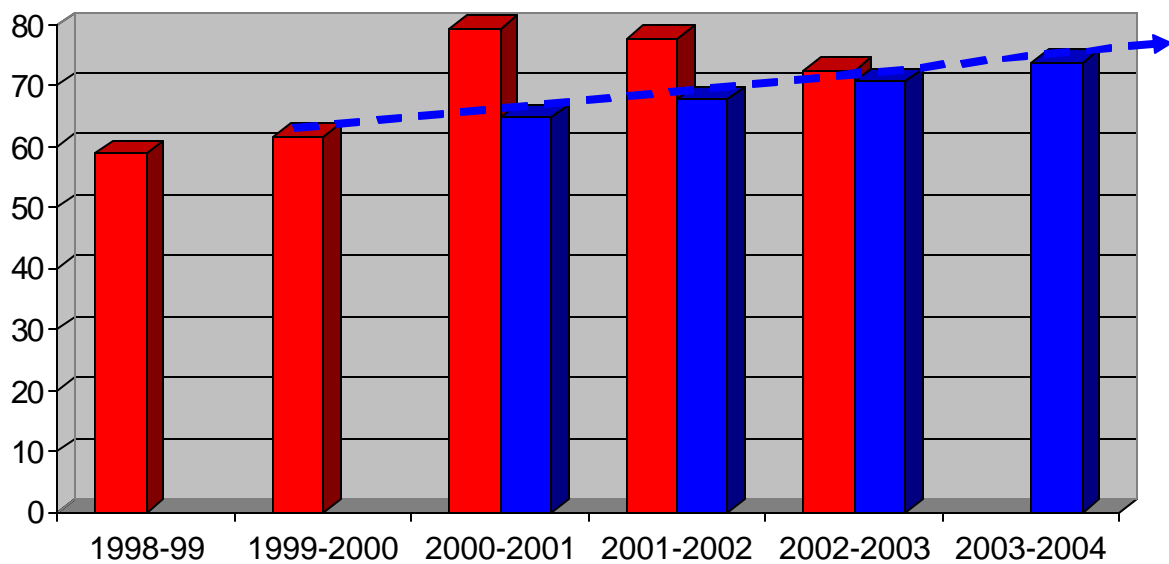
Annual Targets:

2000-2001:  $61.77\% + 3\% = 64.77\%$

2001-2002:  $64.77\% + 3\% = 67.77\%$

2002-2003:  $67.77\% + 3\% = 70.77\%$

2003-2004:  $70.77\% + 3\% = 73.77\%$



- ◆ East Baton Rouge Parish will increase the number of Educational Diagnosticians and School Psychologists to 100% of the required level.

Baseline: what was the vacancy rate for ED and for SP for 1999-2000?

Goal: increase to 100% of required level – at what rate per year or by what year?

Annual Targets:

2000-2001:

2001-2002:

2002-2003:

2003-2004:

## TRANSITION

### **T-Desired Result 1:**

East Baton Rouge Parish School System ensures students [with disabilities] ages 14 and older have a state or plan of transition service needs as appropriate.

<u>Baseline:</u>	99% (middle school) 93% (high school) 98% (district records average)(EBR – 2001-2002)
<u>Goal:</u>	100%
<u>Performance Checks:</u>	100% (age 14)(DSP – 4/02) 66% (age 16)(DSP – 4/02) 100% (age 14)(DSP - 12/02) 68% (age 16)(DSP -12/02)

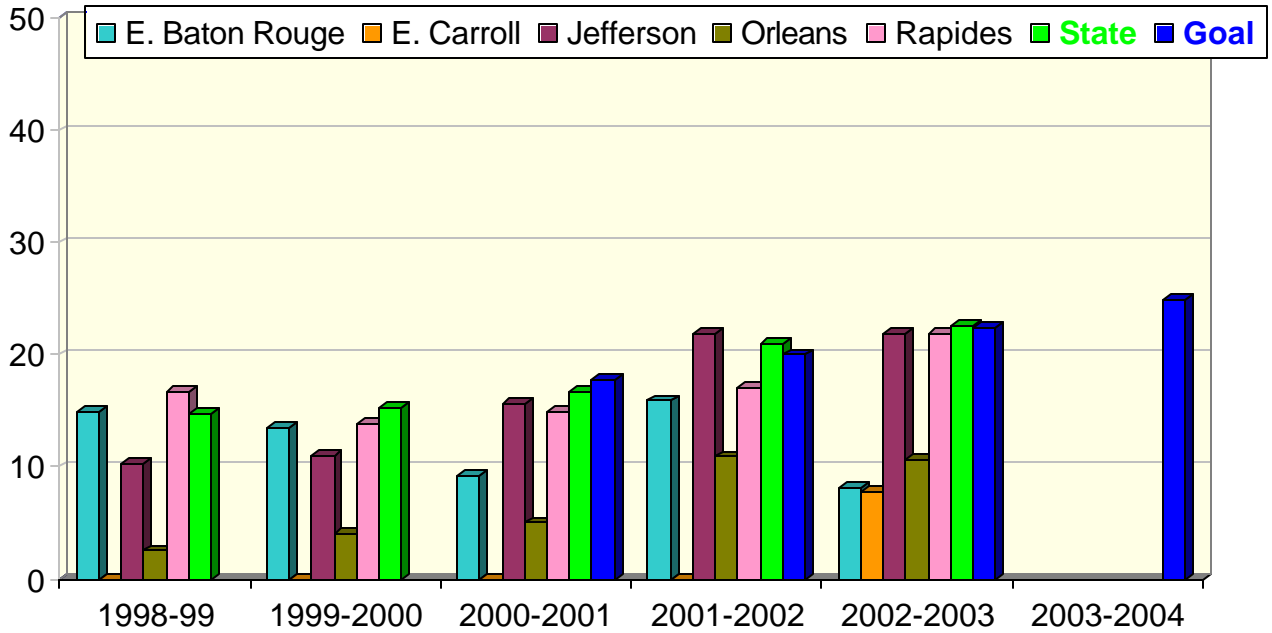
### **T-Desired Result 2:**

East Baton Rouge School System ensures that representatives of agencies are invited to participate in IEP and transition planning.

<u>Baseline:</u>	98% (middle school) 73% (high school) 95% (district records average)(EBR - 2001-2002)
<u>Goal:</u>	100%
<u>Performance Checks:</u>	8% (DSP – 4/02) 65% (age 14)(DSP - 12/02)

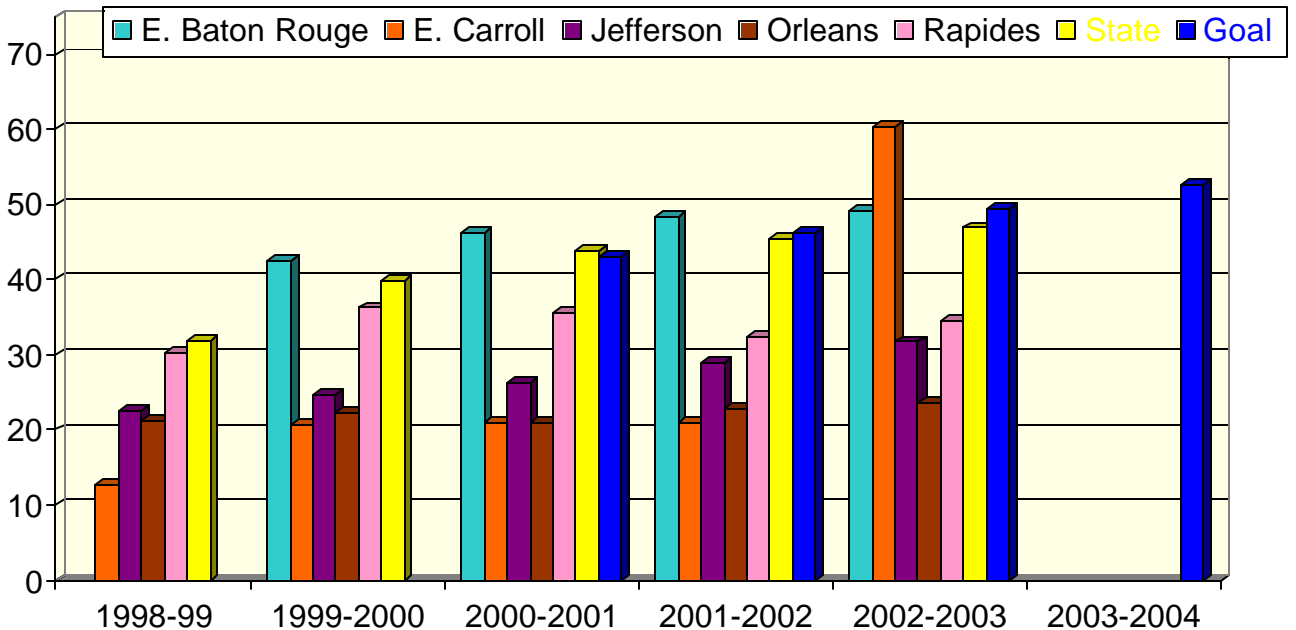
## SECTION 2 – COMPARISON ON STATE GOALS

**Priority Goal 1:** Increase the number of students with disabilities graduating with a diploma by 50% within three years, 100% in six years (2.4% per year).

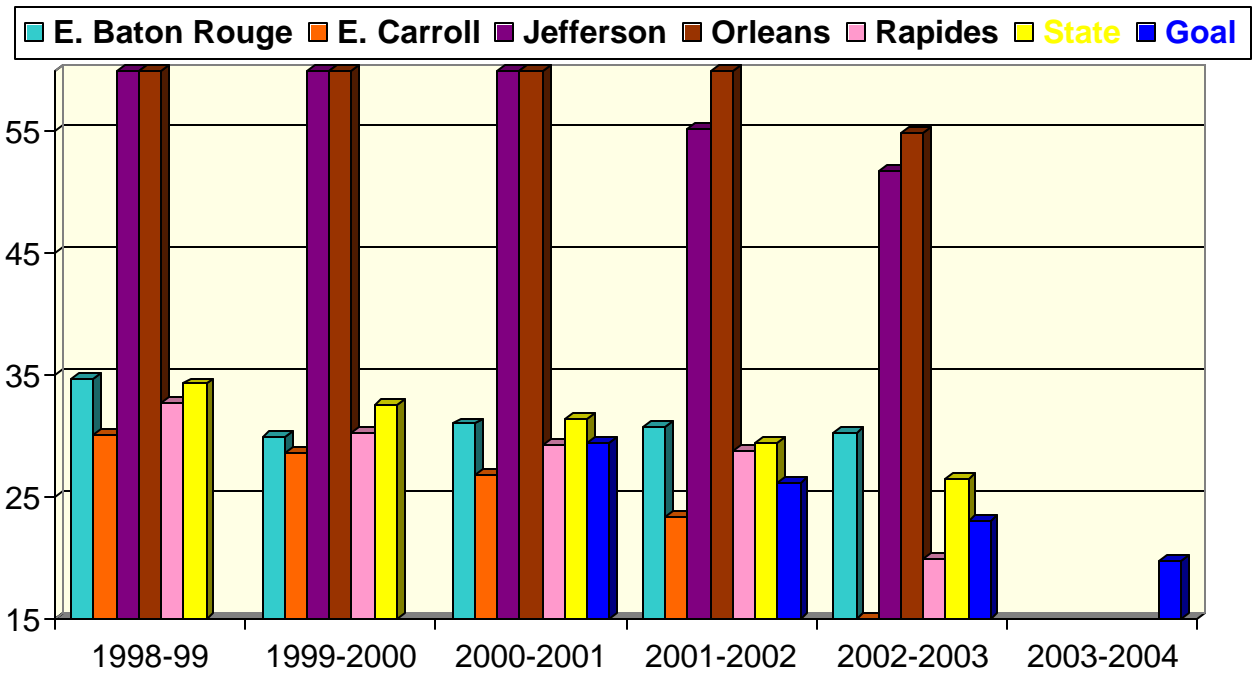


### Priority Goal 2:

a) Increase the number of students with disabilities served in "regular settings" 10% per year for the next three years (increase of 3.2% per year)



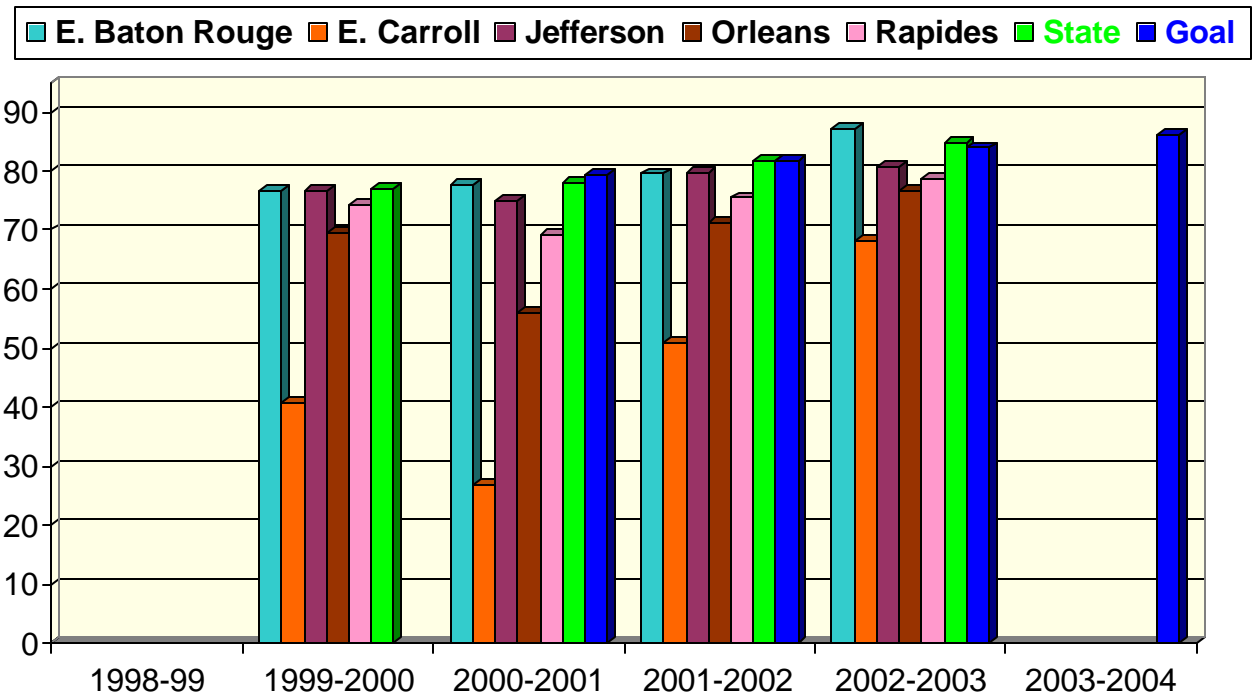
b) decrease by 10% per year for the next three years the number of students in separate classes (less than 40% of the time in regular classes) (decrease of 3.2% per year)



**Priority Goal 3:**

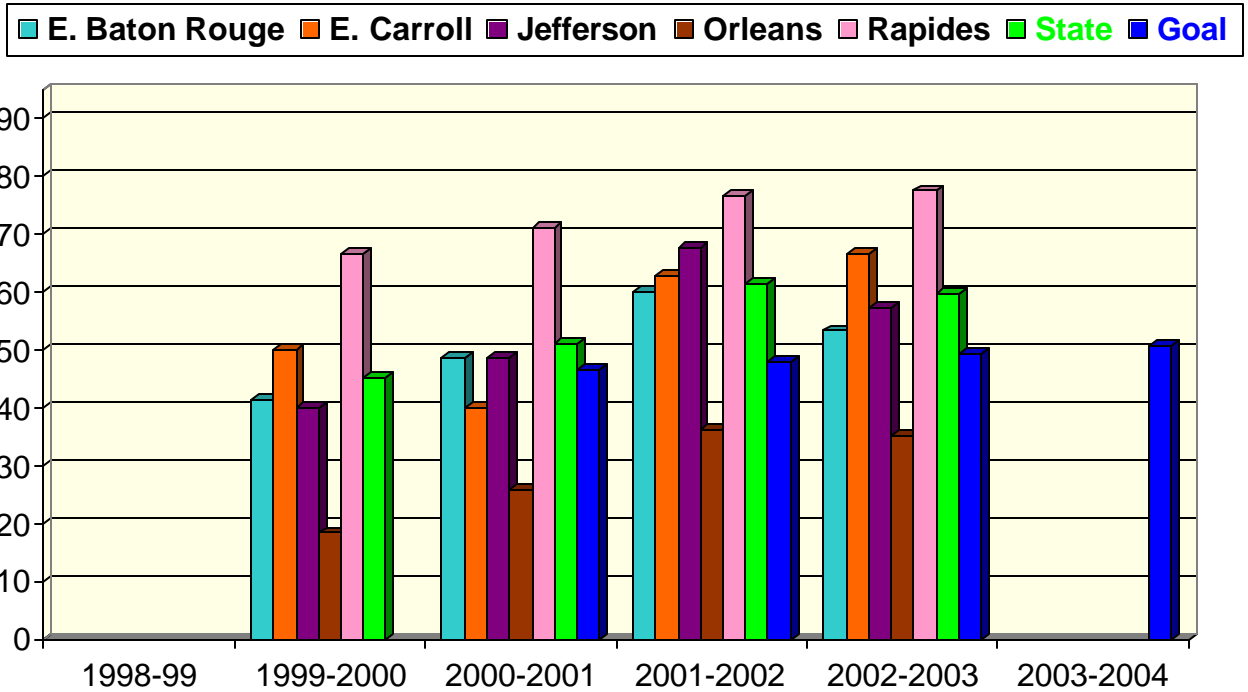
*Participation*

a) Increase the percentage of students with disabilities who participate in on-level statewide assessment (increase of 2.3% per year)

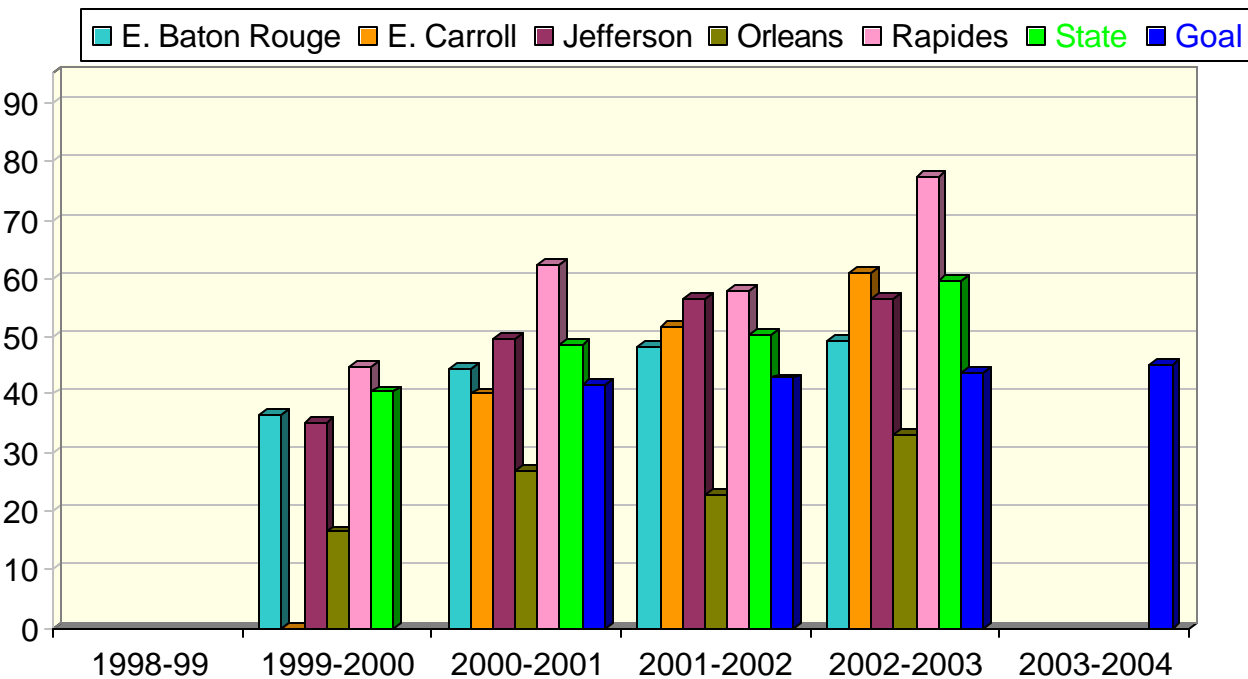


**Performance**

b) (1) Increase by 3% per year the percentage of students with disabilities scoring approaching basic or above as measured by 4th grade English/language arts assessment (increase of 1.4% per year)

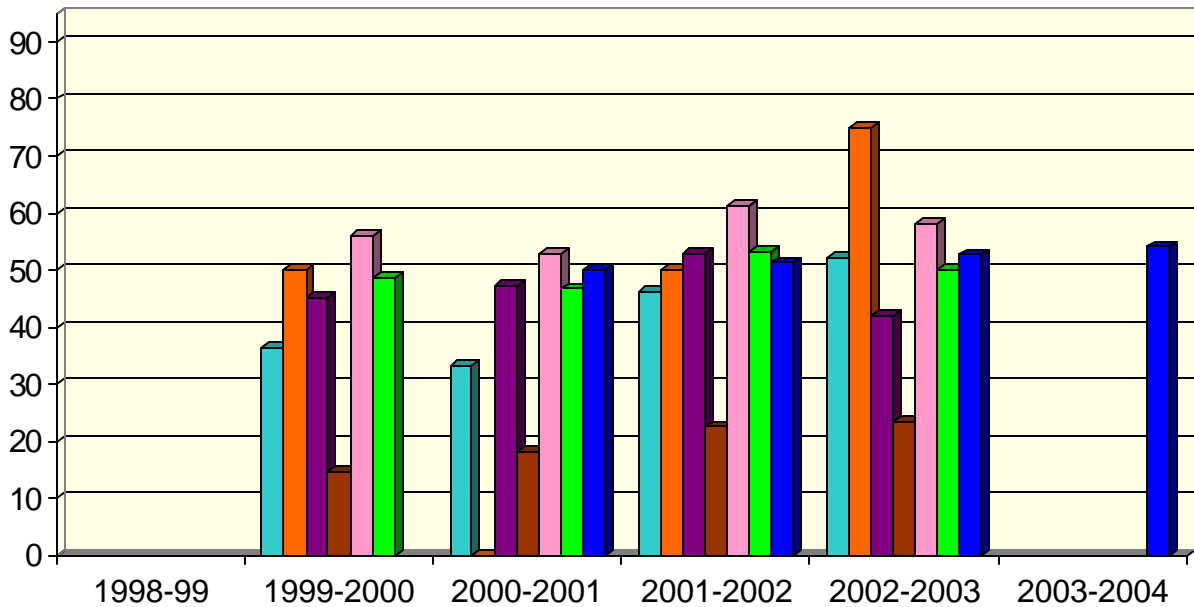


b) (2) Increase by 3% per year the percentage of students with disabilities scoring approaching basic or above as measured by the 4th grade math assessment (increase of 1.2% per year)



b) (3) Increase by 3% per year the percentage of students with disabilities scoring approaching basic or above as measured by the 8th grade English/language arts assessment (increase of 1.4% per year)

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b) (4) Increase by 3% per year the percentage of students with disabilities scoring approaching basic or above as measured by the 8th grade math assessment (increase of 0.8% per year)

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