

DISTRICT IMPROVEMENT PLAN PROFILE - 2003

Revised as of December 31, 2003

Local Education Agency: **Jefferson Parish Schools**

Percent of Students with Disabilities: **14.2%** (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

- ◆ decrease the placement of students with disabilities ages 6-21 in separate self-contained placements
- ◆ students with disabilities placed in alternative schools for children with disciplinary problems will receive FAPE
- ◆ each student beginning at age 14 (or younger if determined appropriate by the IEP Team) has a statement of transition services
- ◆ each student beginning at age 16 (or younger if determined appropriate) has a statement of needed transition services

District Inputs

- ◆ increase the number of fully certified special education personnel

LEAST RESTRICTIVE ENVIRONMENT

LRE-Desired Result 1:

The LEA decrease the placement of students with disabilities ages 6-21 in separate self-contained placements at a rate of 3.2% per year until the target of 47.80% is achieved.

Baseline: 60.42% (1999-2000)

Goal: 3.2% per year

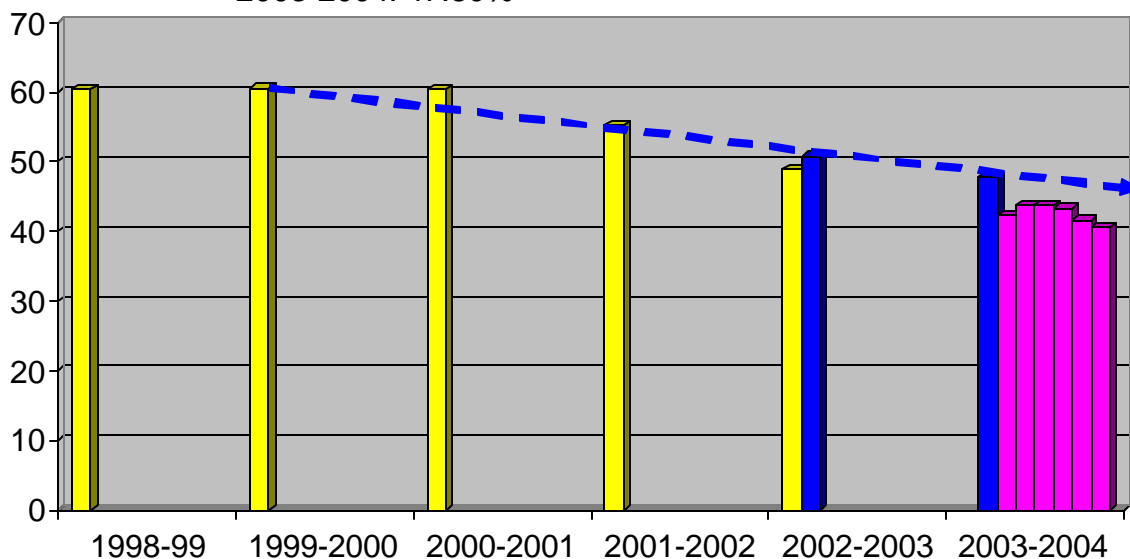
Annual Targets:

2000-2001: 57.22%

2001-2002: 54.02%

2002-2003: 50.82%

2003-2004: 47.80%



ALTERNATIVE SCHOOLS

AS-Desired Result 2:

Students with disabilities placed in alternative schools for children with disciplinary problems will receive FAPE.

Baseline: "as of January 1, 2003 there are no students with disabilities at the Alternative School"

Goal: "The criterion for entry is a suspension for the remainder of the school year. Students with disabilities do not sustain suspension for the remainder of the school year."

TRANSITION

T-Desired Result 3:

The LEA includes for each student beginning at age 14 (or younger if determined appropriate by the IEP Team) and updated annually, a statement of the transition service needs of the student under the applicable components of the IEP that focuses on each student's courses of study (i.e., transition-related content focusing on the student's courses

Baseline (DSP 11/18/02): 29% (25 of 35 IEPs ... had an appropriate statement of transition service needs)

Goal: 100%

Performance Checks:

T-Desired Result 4:

The LEA ensures that for each student beginning at age 16 (or younger, if appropriate), if determined appropriate by the IEP Team, the IEP included a statement of needed transition services for the student.

Baseline (DSP 11/18/02): 35% (15 of 23 IEPs...had an appropriate statement of needed transition services)

Goal: 100%

Performance Checks:

QUALIFIED AND FULLY-CERTIFIED PERSONNEL

P-5: Increase the number of fully certified special education personnel by 3% per year.

Baseline: 58.76% (age 3-21 2000-2001)

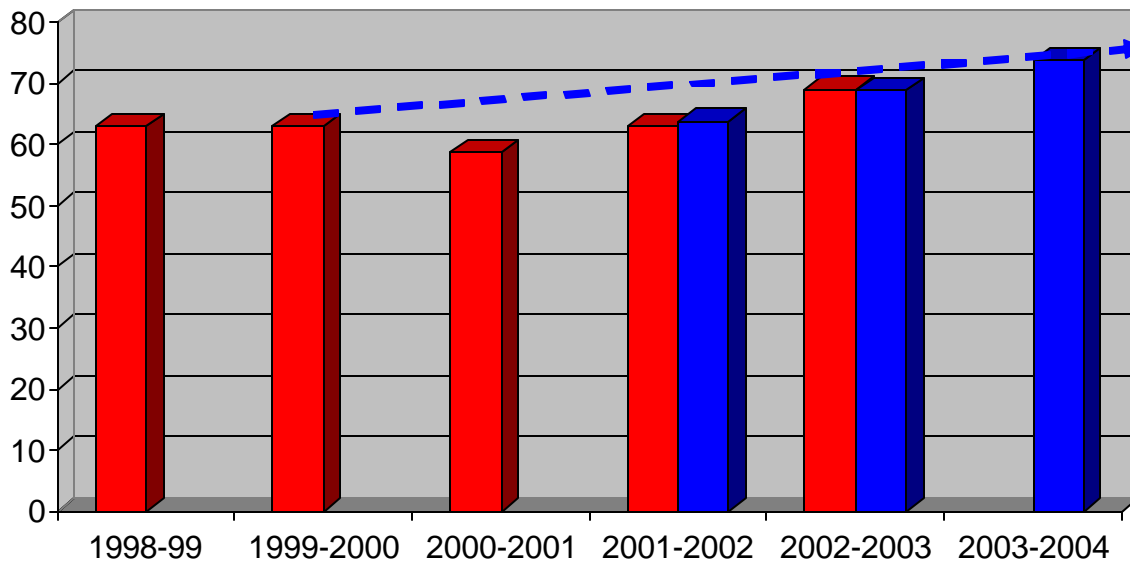
Goal: 3% increase (changed from original goal of 5%)

Annual Targets:

2001-2002: 63.76%

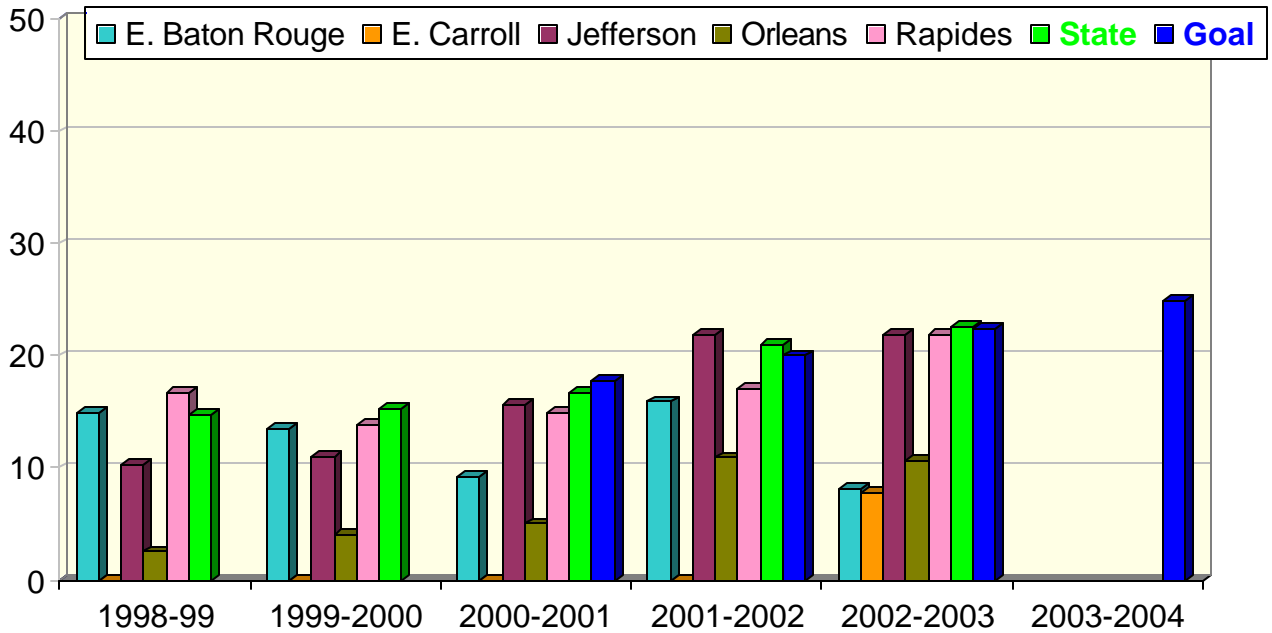
2002-2003: 68.76%

2003-2004: 73.76%



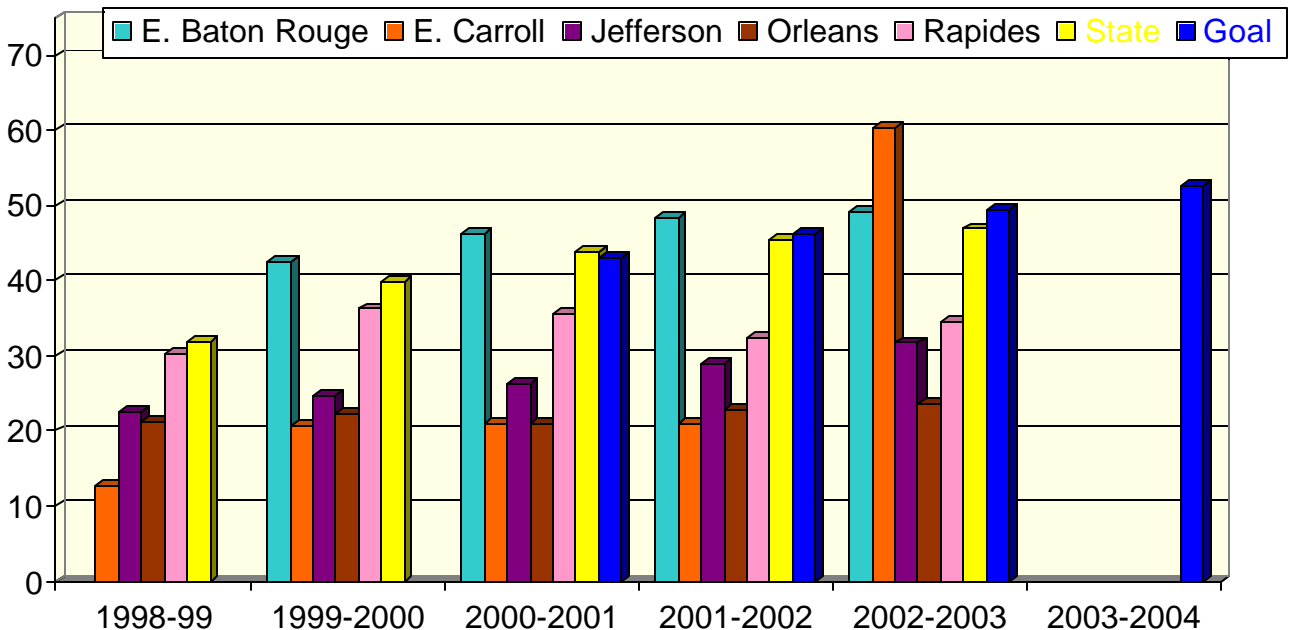
SECTION 2 – COMPARISON ON STATE GOALS

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).

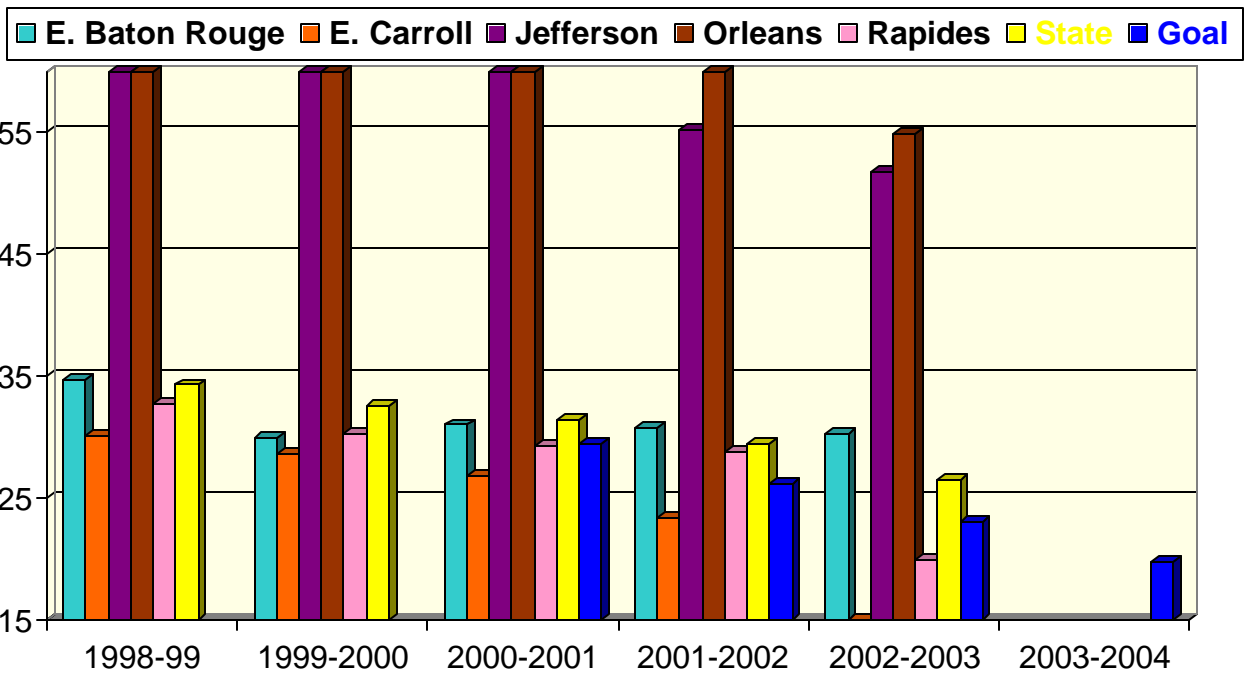


Priority Goal 2:

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)



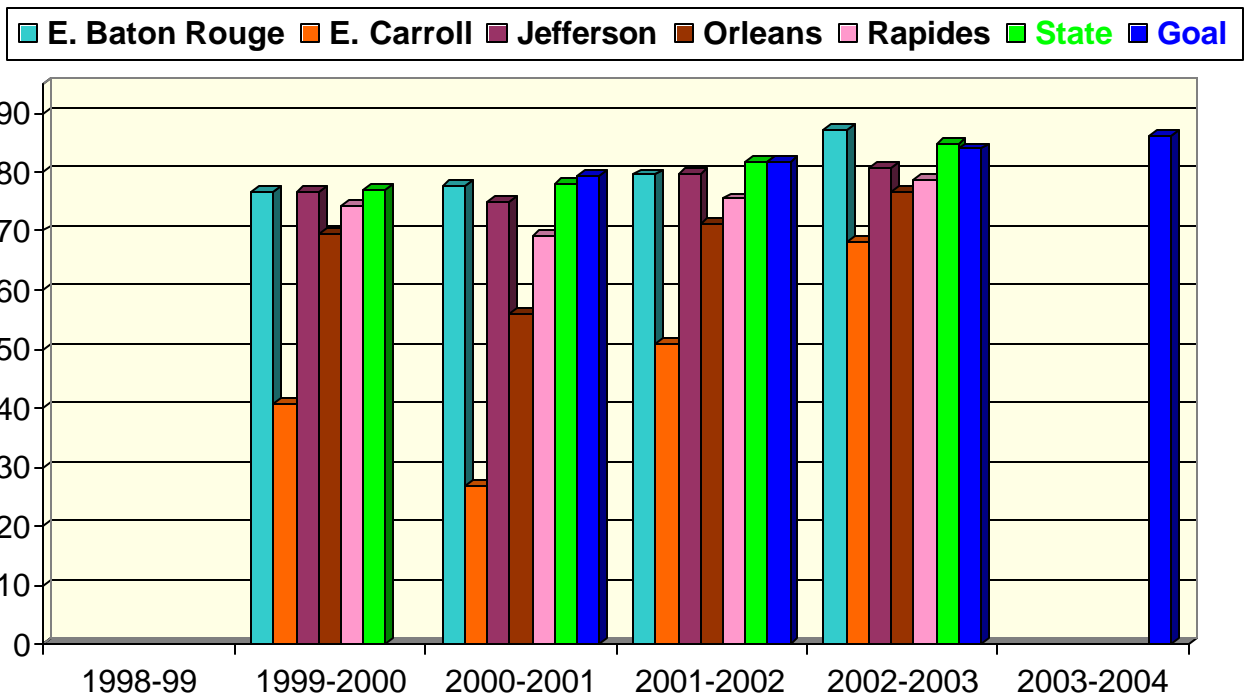
b) decrease by 10% per year for the next three years the number of students in separate classes (less than 40% of the time in regular classes) (decrease of 3.2% per year)



Priority Goal 3:

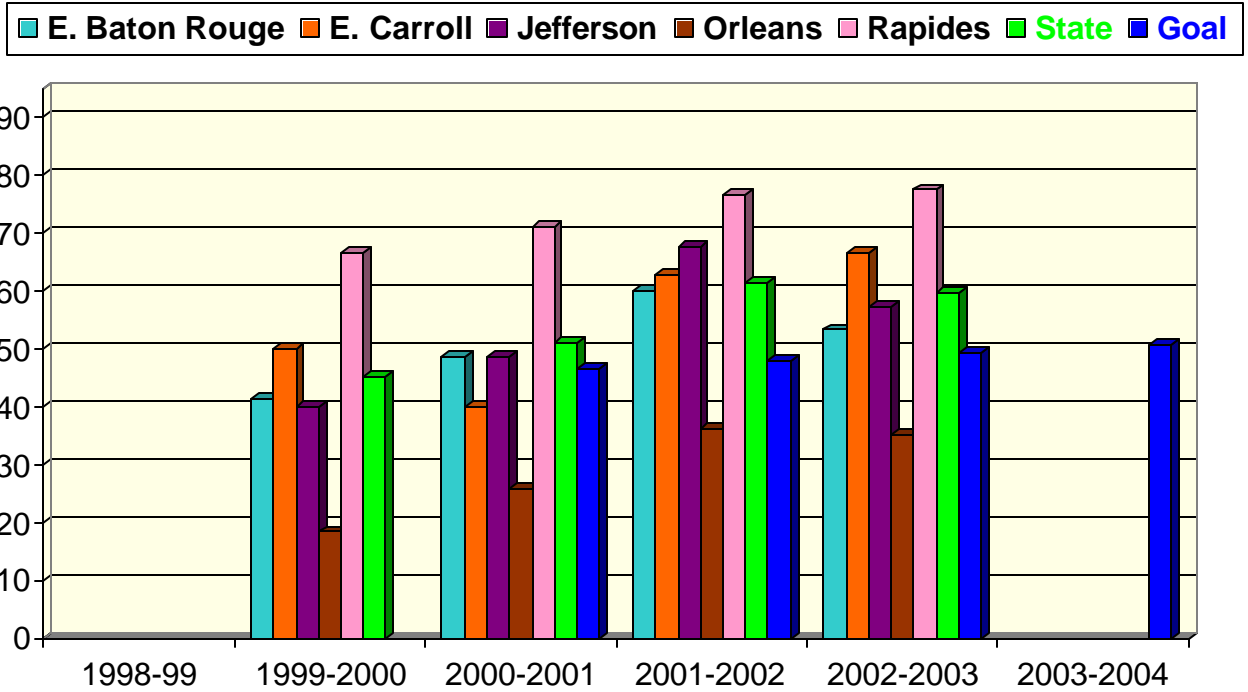
Participation

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

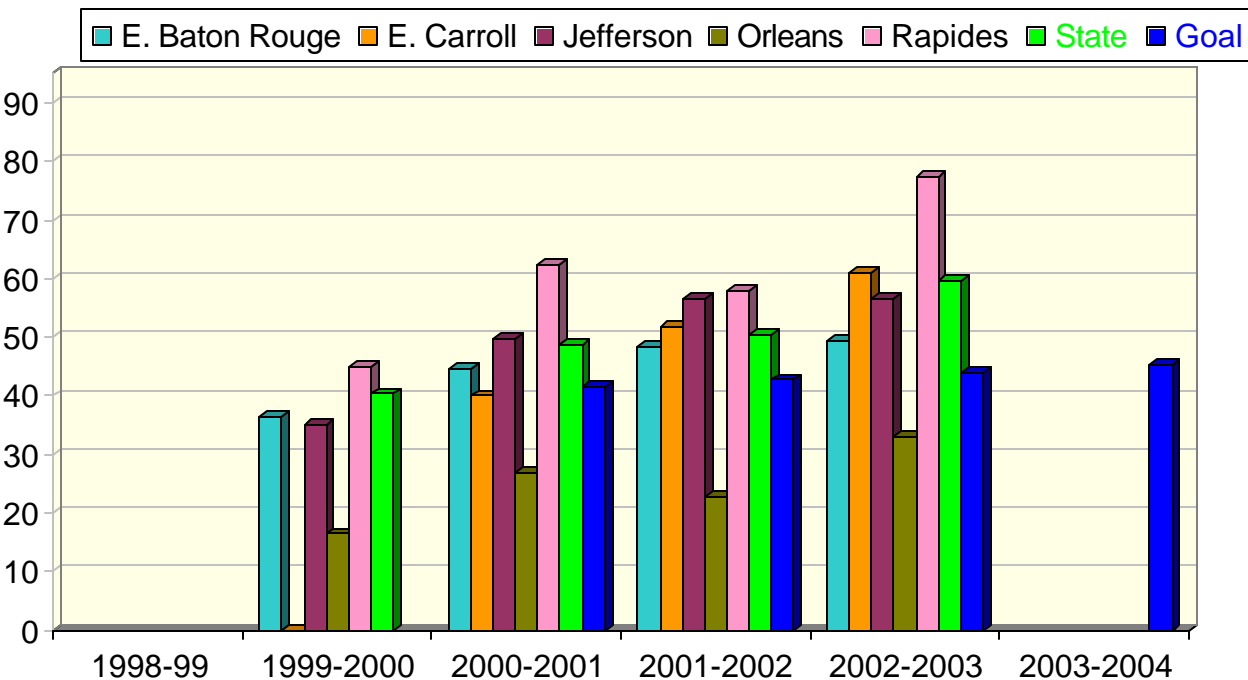


Performance

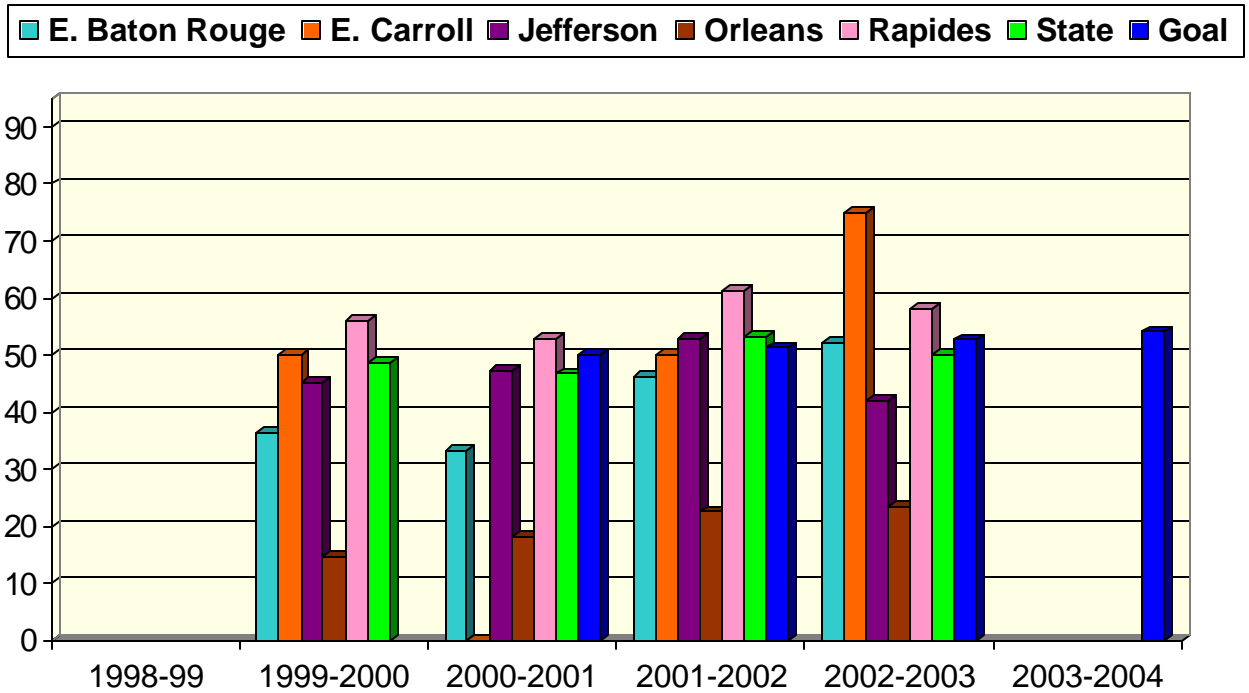
b) (1) Increase by 3% per year the percentage of students with disabilities scoring approaching basic or above as measured by 4th grade English/language arts assessment (increase of 1.4% per year)



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)



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)

