

STATE IMPROVEMENT PLAN PROFILE – 2003 – PART B

Revised as of December 31, 2003

Percent of Students with Disabilities: 13.2% (for 2002-2003)

INTRODUCTION

This profile has three purposes and sections:

- 1) It to be used as a mechanism for reporting and evaluating the State's performance and progress on the improvement plan.
- 2) It provides a trend comparison on the State's goals to targeted performance levels.
- 3) It compares five identified school districts (LEAs) on progress toward meeting the State's goals.

Section 1 is formatted according to the State's goals. Section 2 is formatted according to the State's identified Desired Results. Section 3 provides a comparison of five identified local education agencies on State goals. 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 solid red line on graphs represents the logarithmic trendline; it indicates the projected trend based on past performance, taking into account the fluctuations over time. The blue dotted line shows the aimline based on the goal performance targets.

SECTION 1 – STATE GOALS

Student Outcome Performance Results

- ◆ Increase the number of students with disabilities graduating with a diploma
- ◆ Increase the percentage of students with disabilities scoring approaching basic or above on the 4th grade ELA statewide test
- ◆ Increase the percentage of students with disabilities scoring approaching basic or above on the 4th grade math statewide test
- ◆ Increase the percentage of students with disabilities scoring approaching basic or above on the 8th grade ELA statewide test
- ◆ Increase the percentage of students with disabilities scoring approaching basic or above on the 8th grade math test

Outputs

- ◆ Increase the number of students with disabilities served in “regular settings”
- ◆ Decrease the number of students in separate classes
- ◆ Increase the percentage of students with disabilities participating in on-level assessment

Inputs

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).

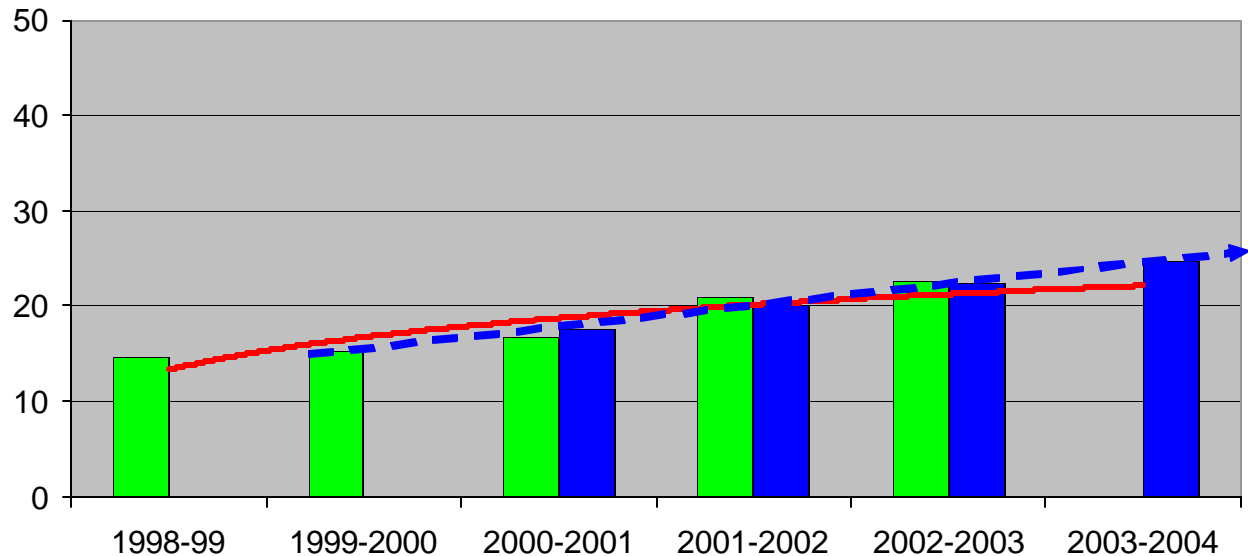
Baseline: 15.25%

Goal: increase of 2.4% per year

2000-2001: 15.25% + 2.4% = 17.65%
 2001-2002: 17.65% + 2.4% = 20.05%
 2002-2003: 20.05% + 2.4% = 22.45%
 2003-2004: 22.45% + 2.4% = 24.85%

Actual:

16.7%
 21.0%
 22.6%



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)

Baseline: 39.74%

Goal: increase of 3.2% per year

2000-2001: 39.74% + 3.2% = 42.94%

2001-2002: 42.94% + 3.2% = 46.14%

2002-2003: 46.14% + 3.2% = 49.34%

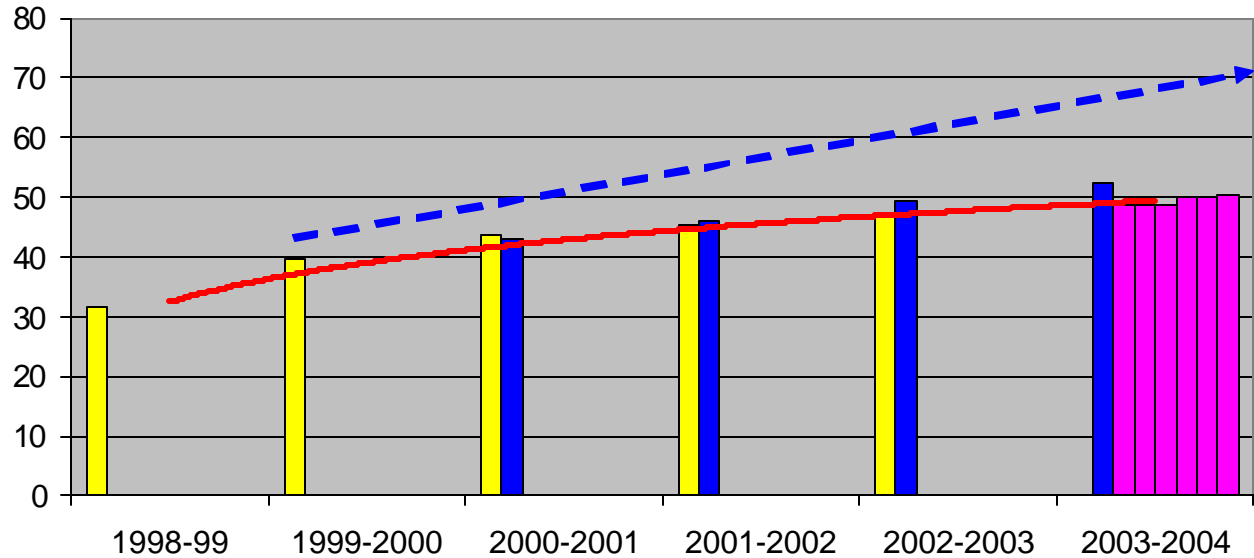
2003-2004: 49.34% + 3.2% = 52.54%

Actual:

43.81%

45.40%

46.9%



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)

Baseline: 32.60%

Goal: decrease by 3.2% per year

2000-2001: 32.60% - 3.2% = 29.40%

2001-2002: 29.40% - 3.2% = 26.20%

2002-2003: 26.20% - 3.2% = 23.00%

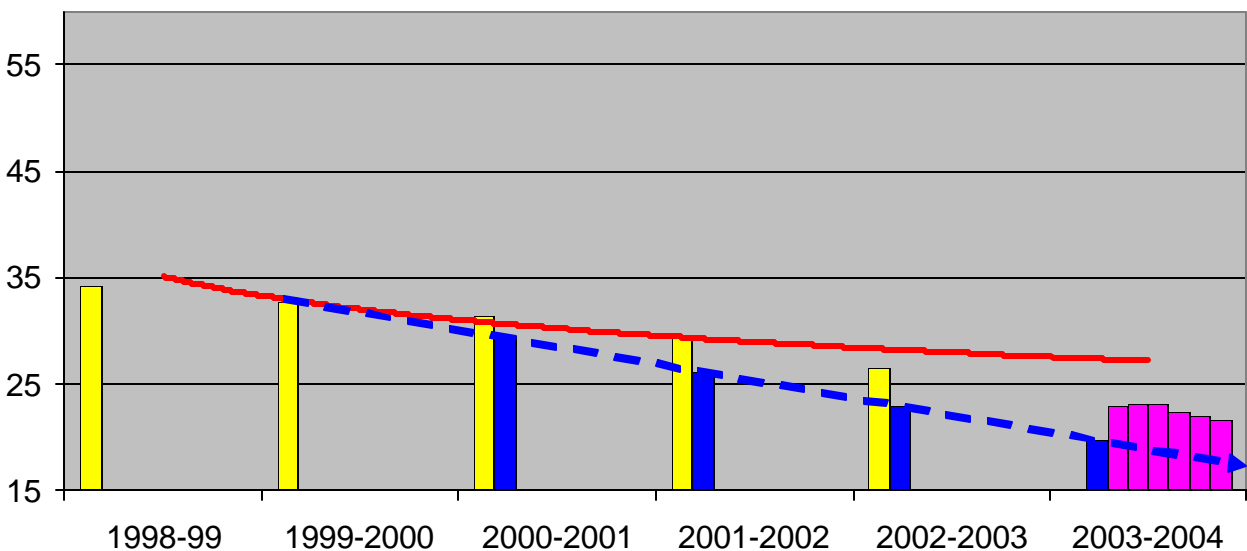
2003-2004: 23.00% - 3.2% = 19.80%

Actual:

31.49%

29.37%

26.5%



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)

Baseline: 77.07%

Goal: increase by 2.3% per year

2000-2001: 77.07% + 2.3% = 79.37%

2001-2002: 79.37% + 2.3% = 81.67%

2002-2003: 81.67% + 2.3% = 83.97%

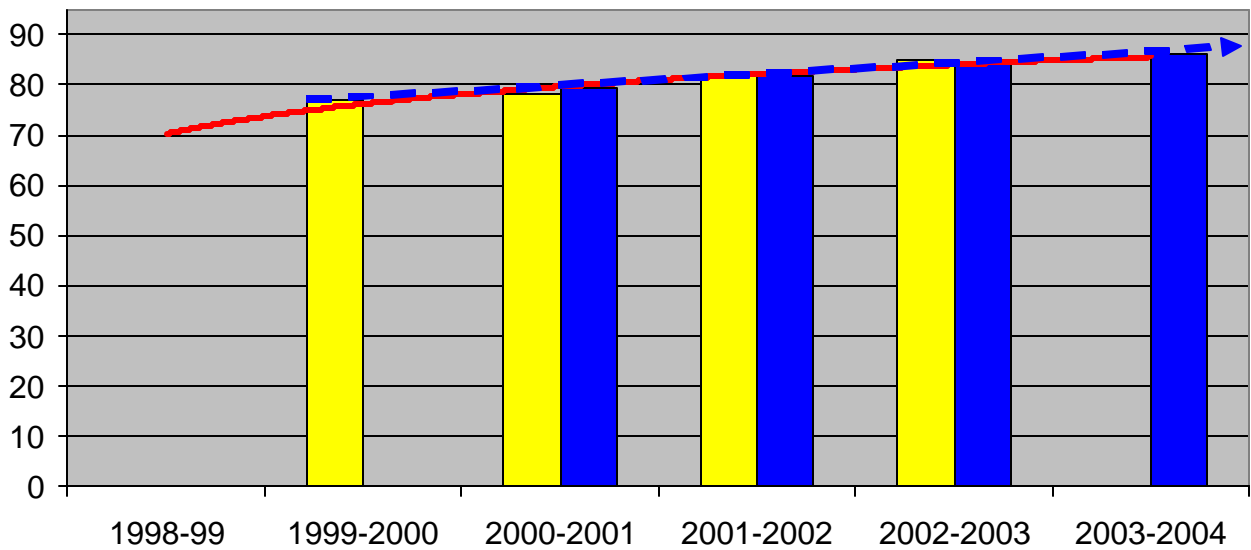
2003-2004: 83.97% + 2.3% = 86.27%

Actual:

78.09%

81.82%

84.89%



Student 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)

Baseline: 45.15%

Goal: increase by 1.4% per year

2000-2001: 45.15% + 1.4% = 46.55%

2001-2002: 46.55% + 1.4% = 47.95%

2002-2003: 47.95% + 1.4% = 49.35%

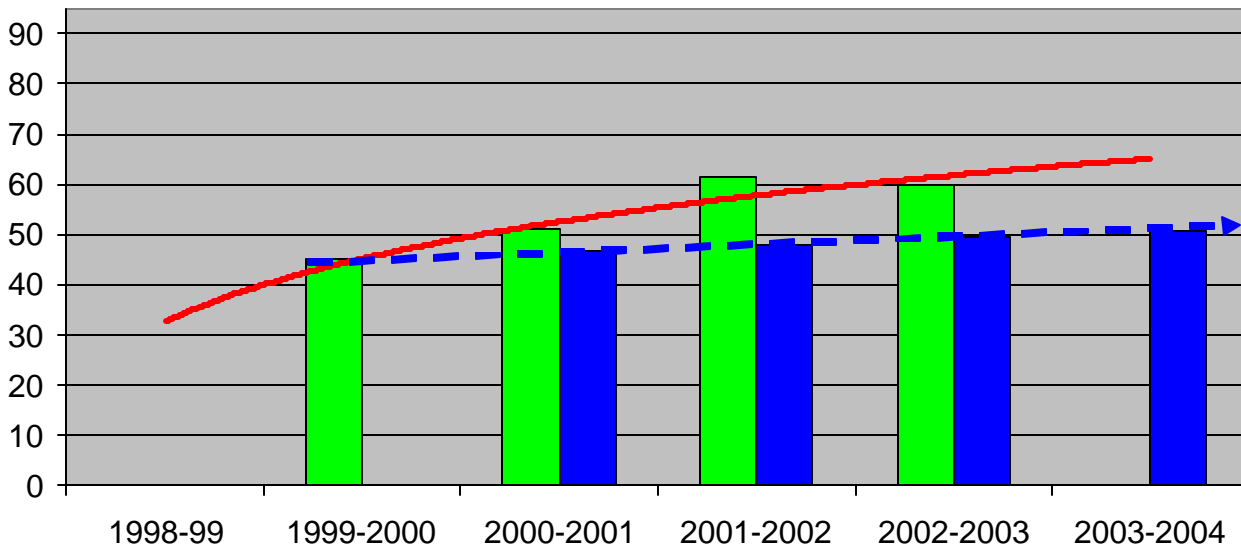
2003-2004: 49.35% + 1.4% = 50.75%

Actual:

50.93%

61.43%

59.35%



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)

Baseline: 40.33%

Goal: increase by 1.2% per year

2000-2001: 40.33% + 1.2% = 41.53%

2001-2002: 41.53% + 1.2% = 42.73%

2002-2003: 42.73% + 1.2% = 43.93%

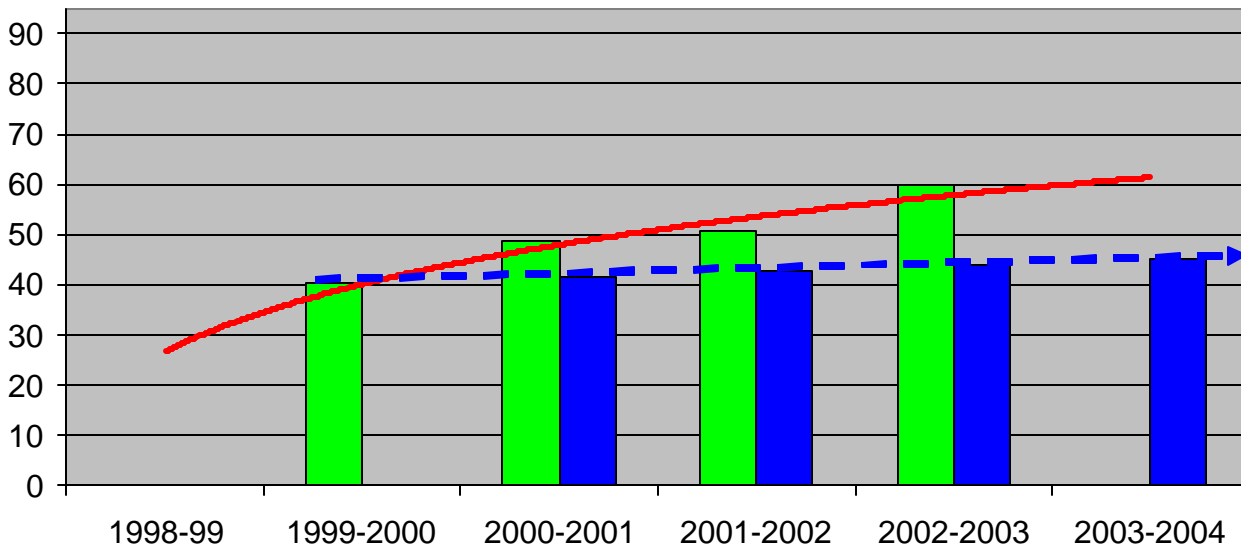
2003-2004: 43.93% + 1.2% = 45.13%

Actual:

48.83%

50.51%

59.7%



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)

Baseline: 48.50%

Goal: increase by 1.4% per year

2000-2001: 48.50% + 1.4% = 49.90%

2001-2002: 49.90% + 1.4% = 51.30%

2002-2003: 51.30% + 1.4% = 52.70%

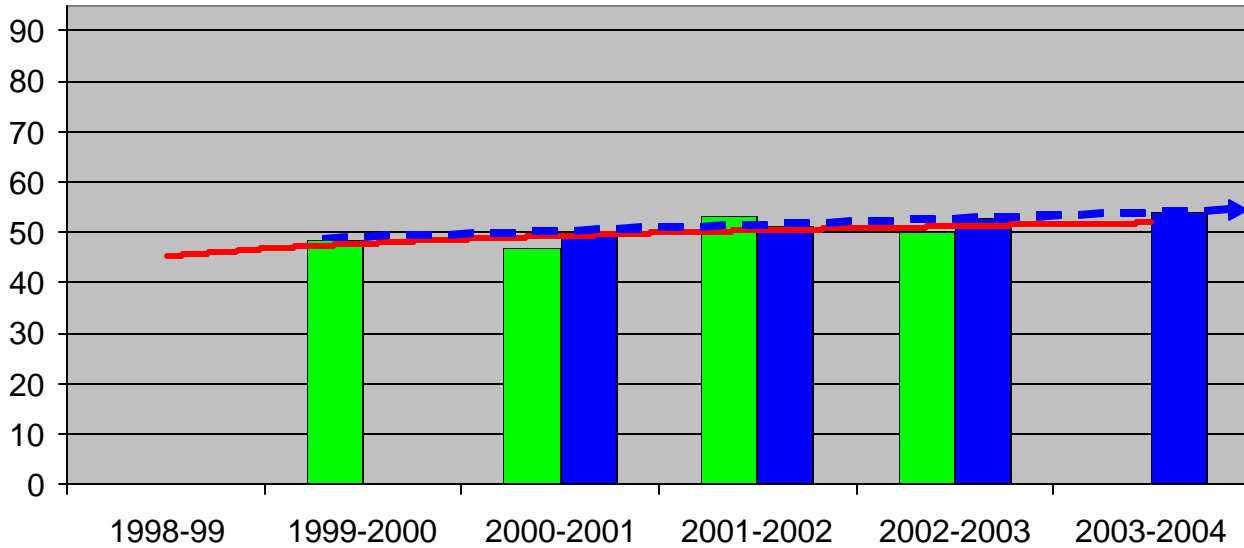
2003-2004: 52.70% + 1.4% = 54.10%

Actual:

46.72%

53.35%

50.09%



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)

Baseline: 26.97%

Goal: increase by 0.8% per year

2000-2001: 26.97% + 0.8% = 27.77%

2001-2002: 27.77% + 0.8% = 28.57%

2002-2003: 28.57% + 0.8% = 29.37%

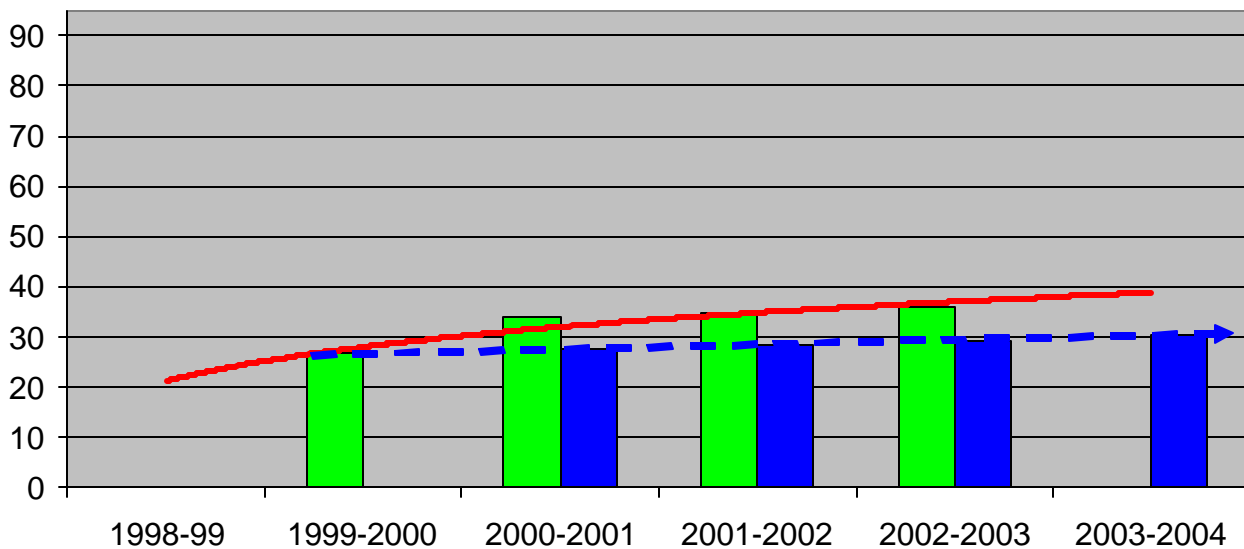
2003-2004: 29.37% + 0.8% = 30.17%

Actual:

33.83%

34.89%

36.13%



SECTION 2 – PERFORMANCE REPORT

State Improvement Plan

The State's improvement plan includes Desired Results; these are expected to lead the state toward achievement of the goals set and are also categorized under the model of student outcome performance results, outputs, and inputs. Each Desired Result is also presented with baseline, goal, annual targets and ongoing progress.

Student Outcome Performance Results

- ◆ Reduce by 1% per year the percent of students who drop out
- ◆ Increase by 1% per year the percent of students with disabilities who score proficient and above on the ELA (English/Language Arts) and math Graduate Exit Exam (GEE)

Outputs

- ◆ Reduce the percent of students in separate (self-contained) classrooms who are Black from 18.42% to 11% in the next three years
- ◆ Increase by 3.2 percentage points the percent of students participating in general education
- ◆ Decrease by one percent per year the percent of students with disabilities suspended – out of school

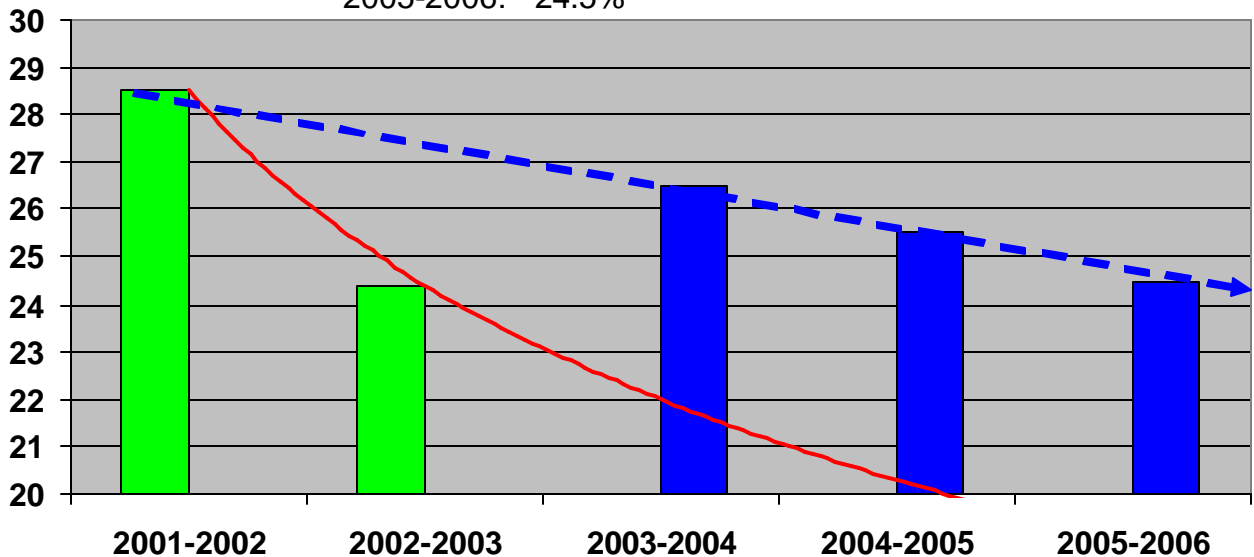
Inputs

- ◆ Increase by one percentage point per year the certified special education teachers

Goal 1: increase the number of students with disabilities graduating with a diploma

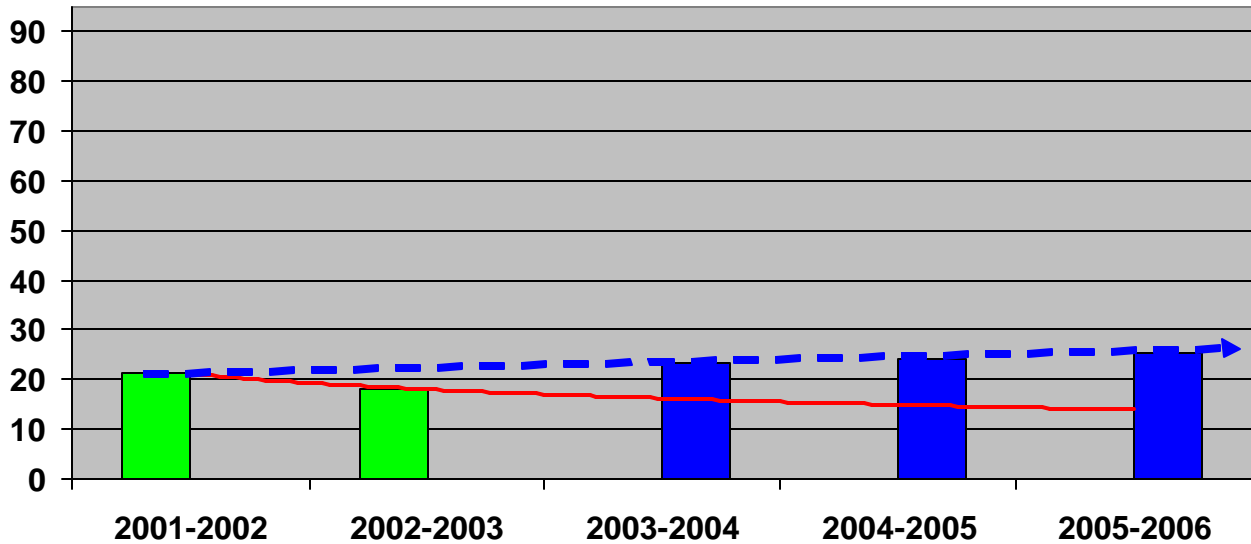
Desired Result 1: reduce by 1% the percent of students who drop out for the next three years; this will be a reduction from 28.5% (12/01/01) to 24.5% by the 12/05 federal report.

| | | |
|-----------------|------------------|-------|
| | Baseline: | 28.5% |
| Targets: | 2003-2004: | 26.5% |
| | 2004-2005: | 25.5% |
| | 2005-2006: | 24.5% |

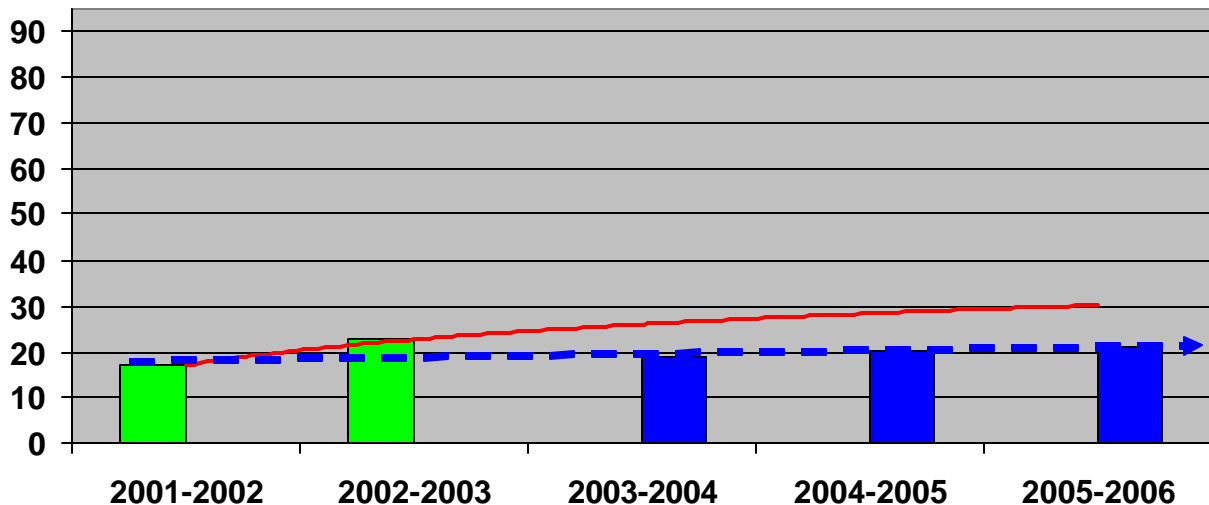


Desired Result 2: increase by 1% per year the percent of students with disabilities who score proficient and above on the ELA and math Graduate Exit Exam for the next three years; this will be a performance increase from 21.18% (2001-2002) to 25.19% in ELA and from 17.06% to 21.06% in math.

ELA Baseline: 21.18%
Targets: 2003-2004: 23.18%
 2004-2005: 24.18%
 2005-2006: 25.18%



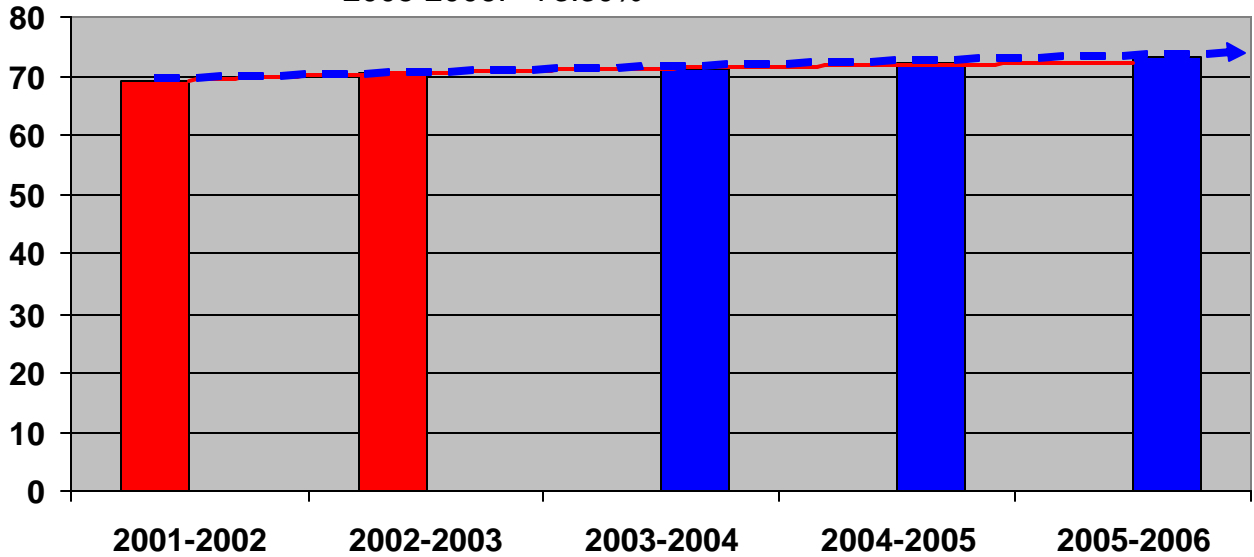
Math baseline: 17.06%
Targets: 2003-2004: 19.06%
 2004-2005: 20.06%
 2005-2006: 21.06%



Goal 2: a) increase the number of students with disabilities served in “regular settings” and b) decrease the number of students in separate classes

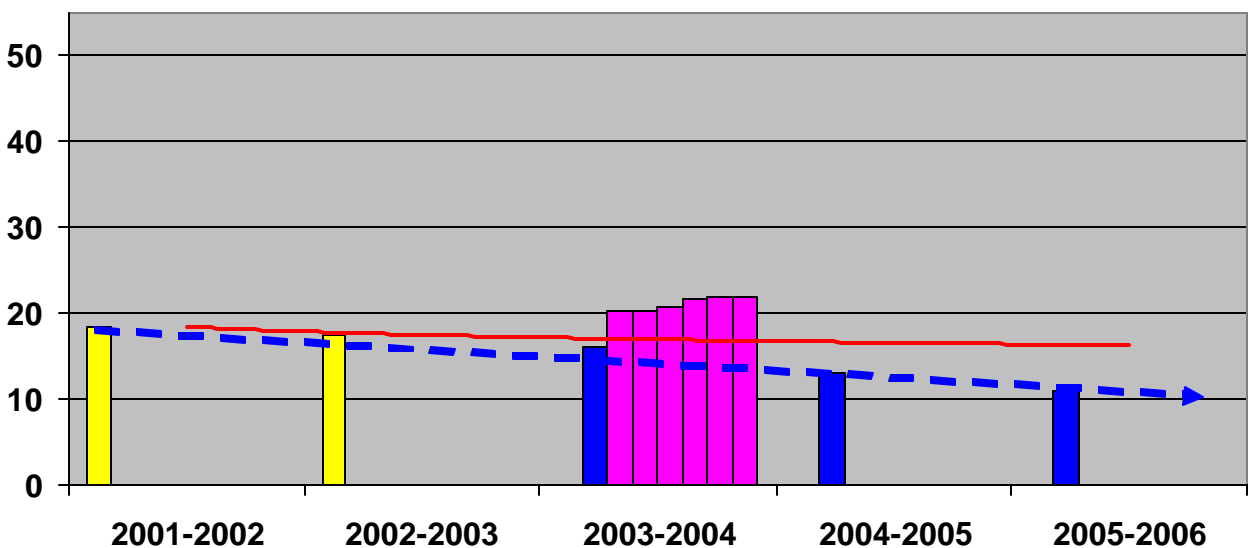
Desired Result 1: Increase by one percentage point per year the certified special education teachers for the next three years; this will result in an increase from 69.30% (2001-2002) to 73.30%.

Baseline: 69.30%
Targets: 2003-2004: 71.30%
 2004-2005: 72.30%
 2005-2006: 73.30%



Desired Result 2: Reduce the percent of students with disabilities in separate (self-contained) classes who are Black from 18.42% (2001-2002) to 11% in the next three years.

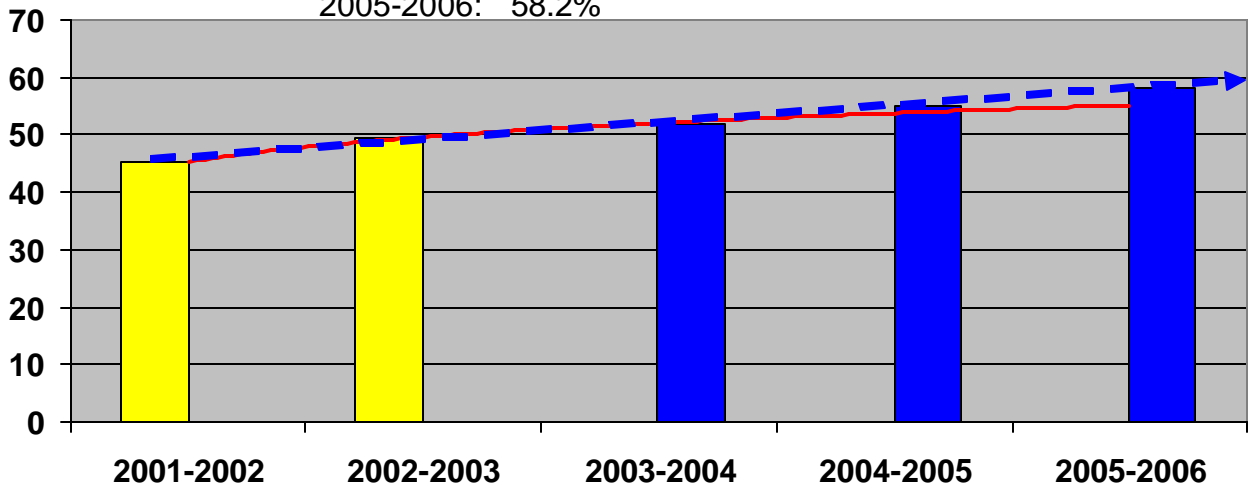
Baseline: 18.42%
Targets: 2003-2004: 16%
 2004-2005: 13%
 2005-2006: 11%



Goal 3: a) increase the percentage of students with disabilities who participate in on-level assessments; b) (1) increase the percentage of students with disabilities scoring approaching basic or above on the 4th grade ELA test; (2) increase the percentage of students with disabilities scoring basic or above on the 4th grade math test; (3) increase the percentage of students with disabilities scoring approaching basic or above on the 8th grade ELA test; and (4) increase the percentage of students with disabilities scoring approaching basic and above on the 8th grade math test.

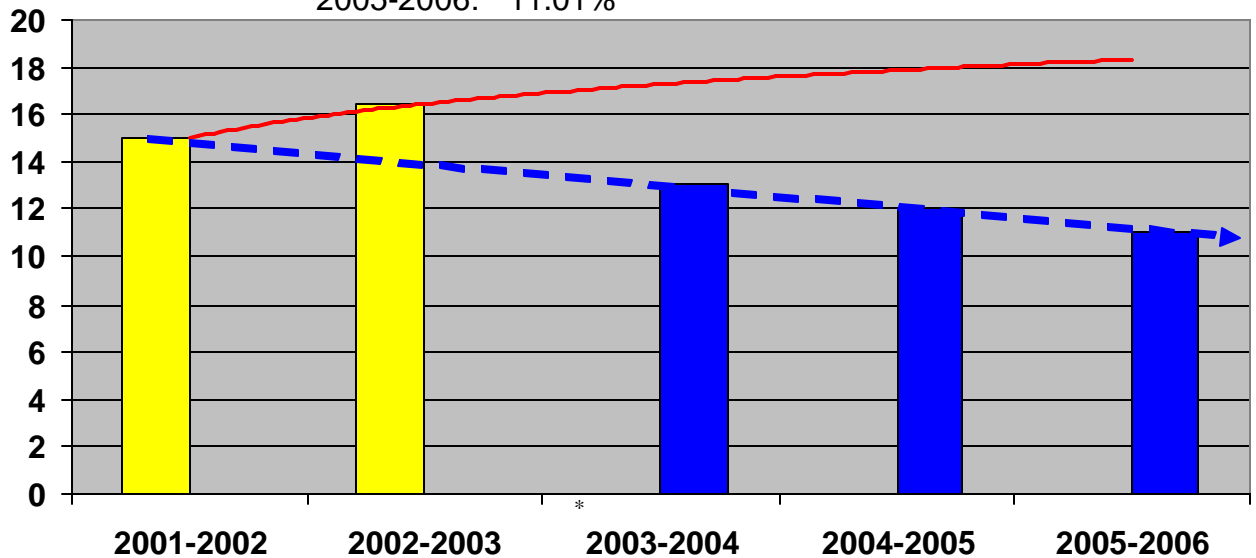
Desired Result 1; increase by 3.2 percentage points the students participating in general education as demonstrated by increasing the percent of students receiving services in regular (general) education settings 80% or more of the school day.

Baseline: 45.4% (12/01/01)*
Targets: 2003-2004: 51.8%
 2004-2005: 55.0%
 2005-2006: 58.2%



Desired Result 2: decrease by one percent per year the percent of students with disabilities suspended – out of school – from 15.01% to 12% in three years.

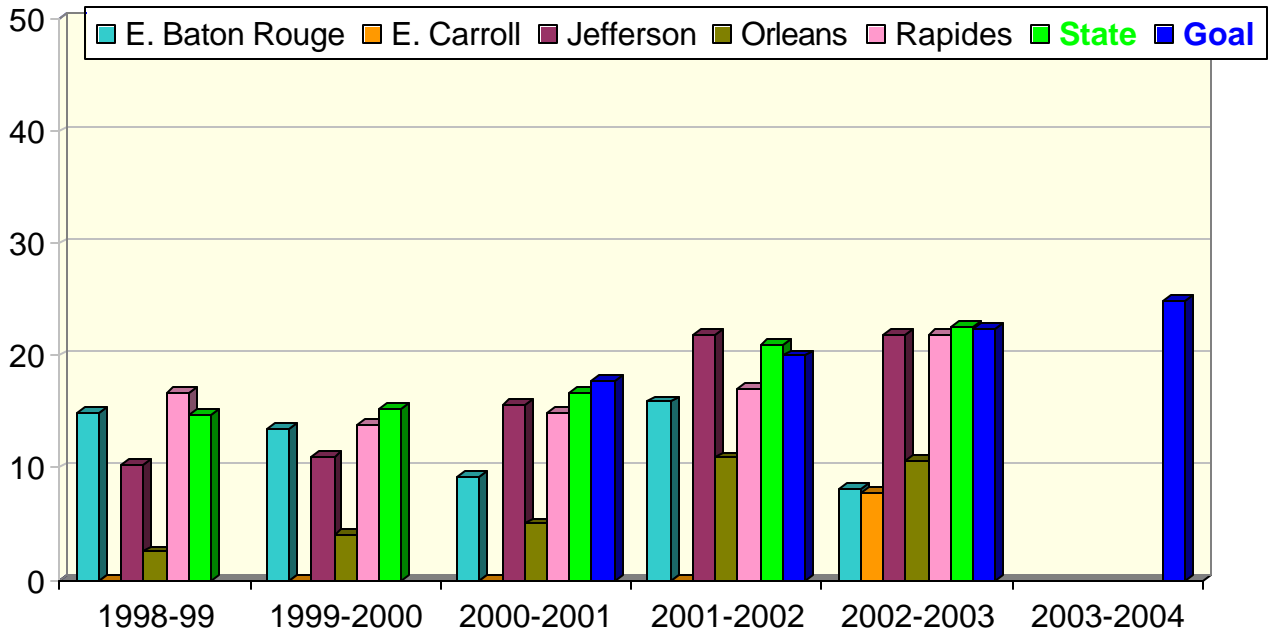
Baseline: 15.01%
Targets: 2003-2004: 13.01%
 2004-2005: 12.01%
 2005-2006: 11.01%



* It is important to note that this Desired Result mirrors Goal 2a; however, because the baseline of 45.4% was used for the Desired Result, the targets do not exactly match.

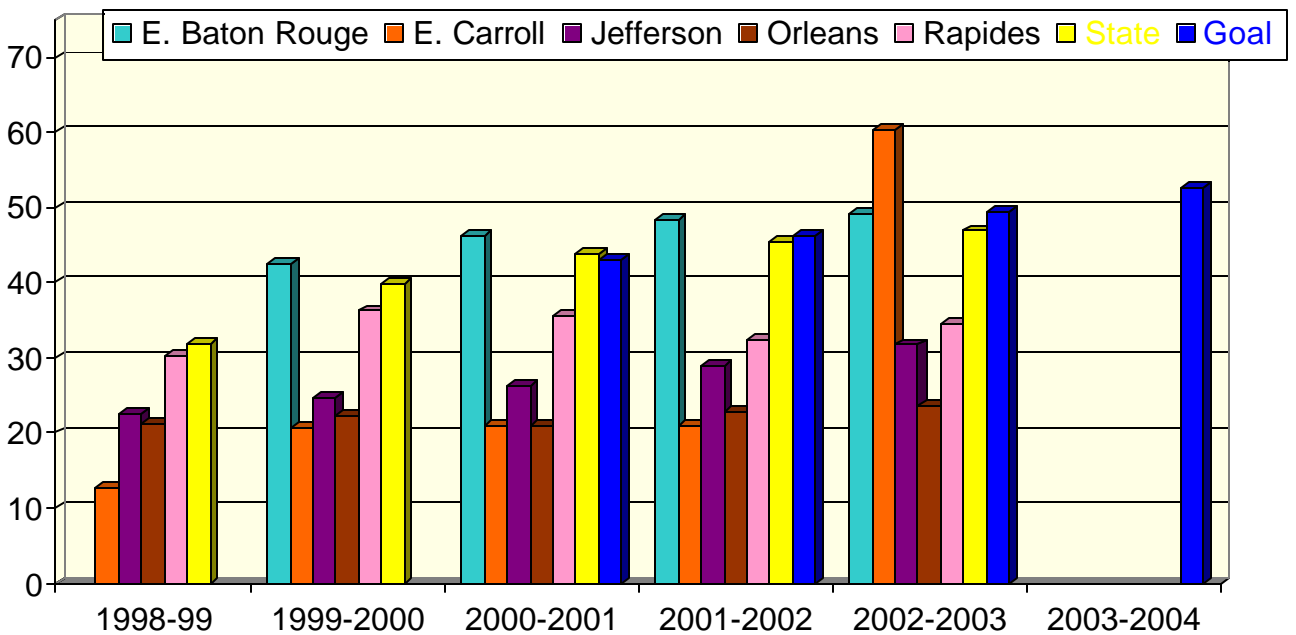
SECTION 3 – COMPARISON ON STATE GOALS

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).



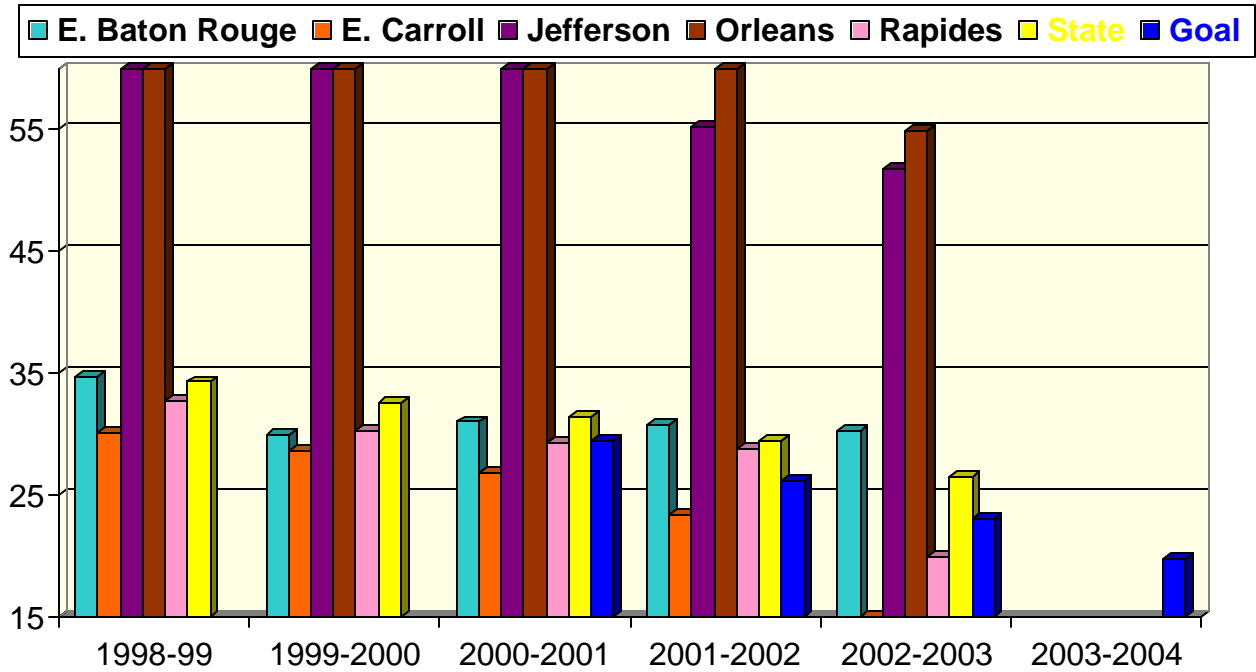
Priority Goal 2:

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)



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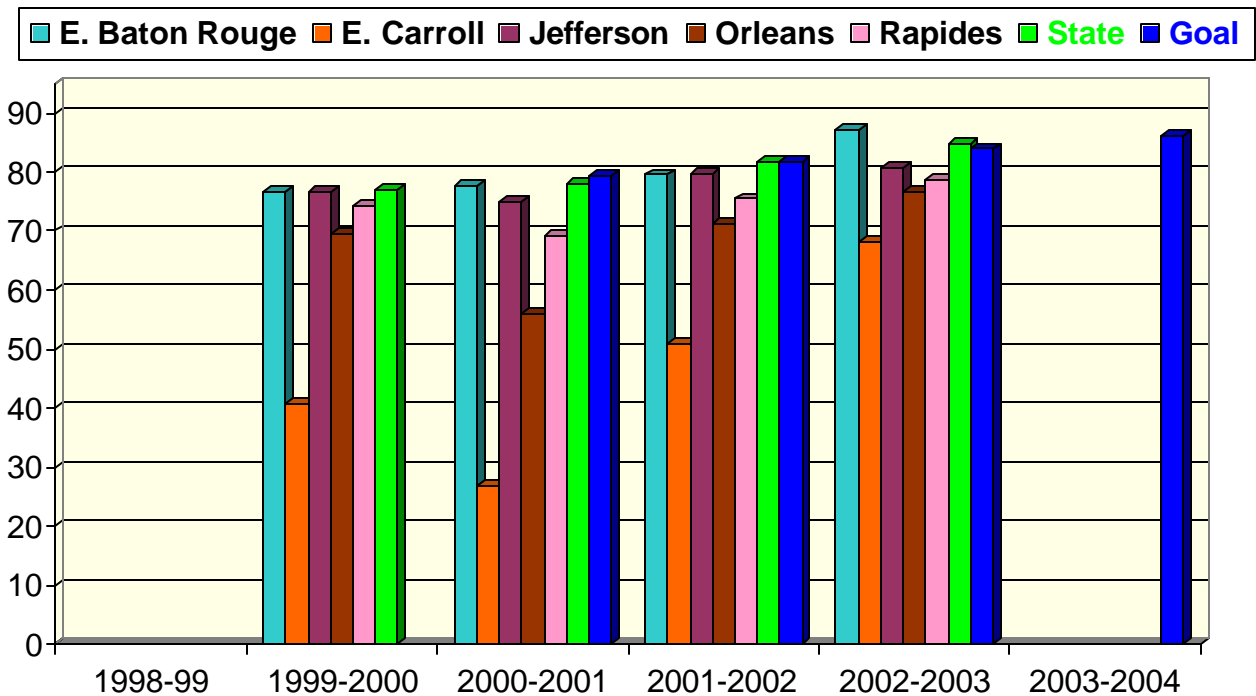
b) decrease by 10% per year for the next three years the number of students in separate classes (less than 40% of the time in regular classes) (decrease of 3.2% per year)



Priority Goal 3:

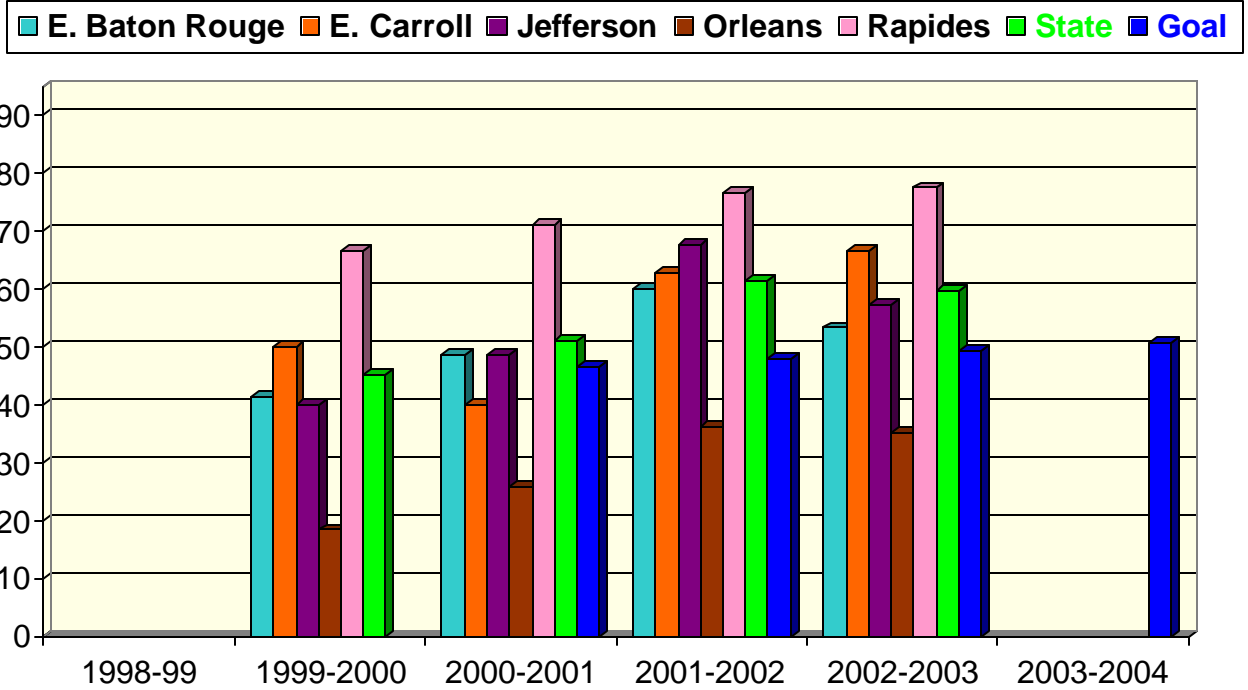
Participation

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

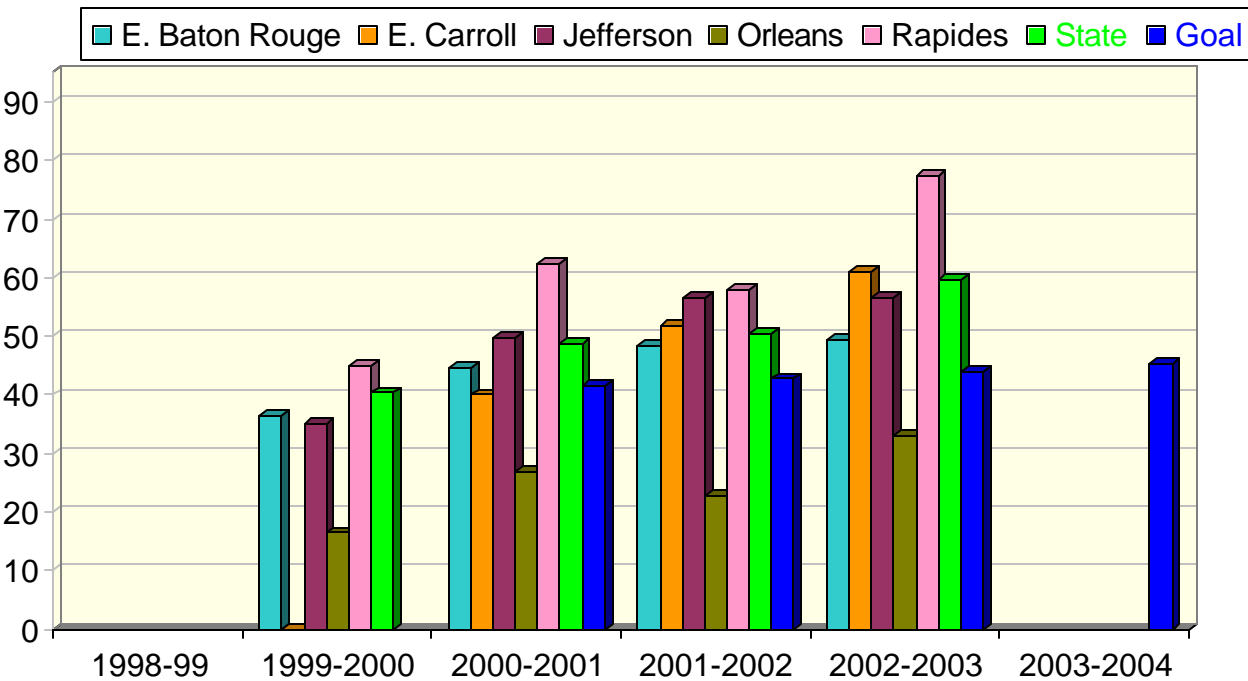


Performance

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)

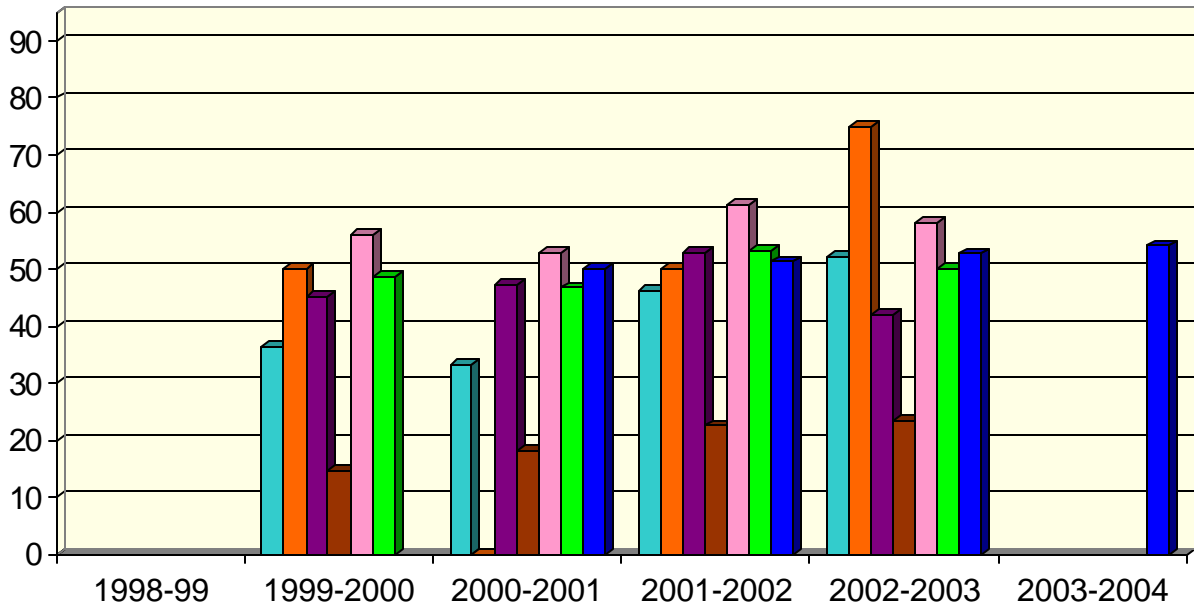


b) (2) Increase by 3% per year the percentage of students with disabilities scoring approaching basic or above as measured by the 4th grade math assessment (increase of 1.2% per year)



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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