

DISTRICT IMPROVEMENT PLAN PROFILE - 2003

Revised as of December 31, 2003

Local Education Agency: **Orleans Parish Schools**

Percent of Students with Disabilities: **10.4%** (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

- ◆ increase the number of students exiting with a high school diploma by 15%

District Outputs

- ◆ improve its placement rate of students with disabilities in LREs by 10%
- ◆ Transition plans are developed on all students with disabilities
- ◆ IEPs conducted in accordance with IDEA including required participants
- ◆ Students with disabilities are provided assistive technology as indicated through evaluations and IEPs.

District Inputs

- ◆ Students with disabilities are assigned to the Alternative Schools proportionately and all services outlined on the IEP are provided
- ◆ Increase by 5% each year the supply of qualified personnel

FREE APPROPRIATE PUBLIC EDUCATION

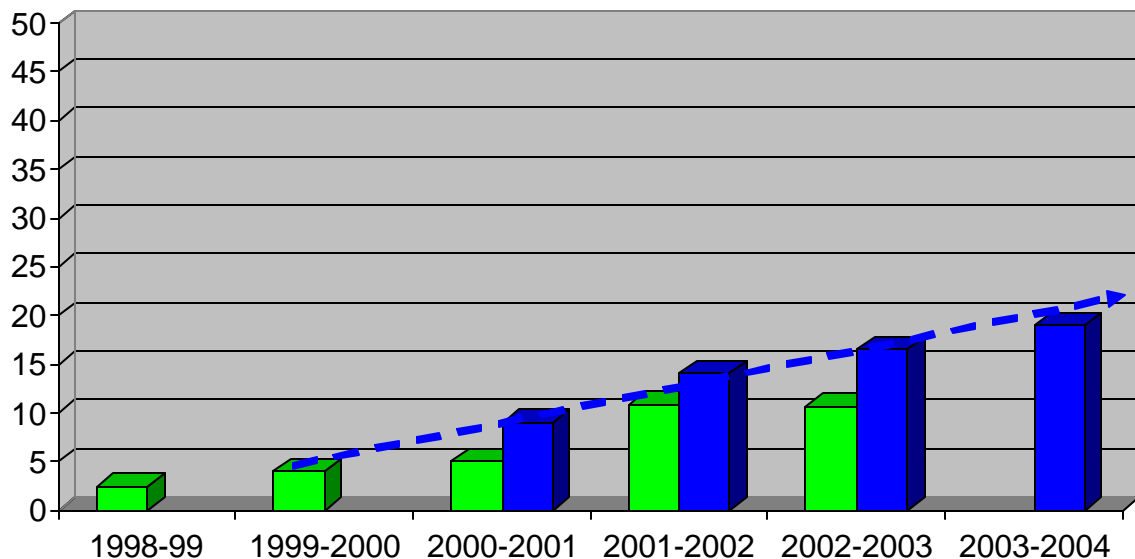
FAPE-Desired Result 1: Orleans Parish School Board will increase the number of students exiting with a high school diploma by 15% of the original baseline.

Baseline: 4.00%

Goal: increase by 15%

Annual Target:

2003-2004: $4.00\% + 15\% = 19\%$ increase



LEAST RESTRICTIVE ENVIRONMENT

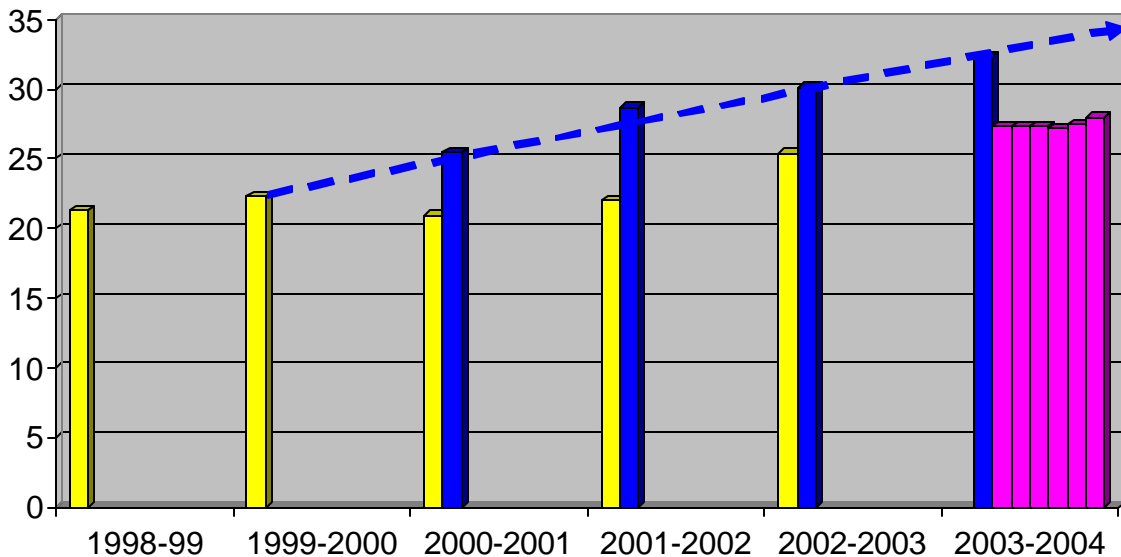
LRE-Desired Result 2: The LEA will improve its placement rate of students with disabilities in LREs by 10% of the original baseline.

Baseline: 22.30% (80% or more of the school day in general education classes)

Goal: improve by 10% from original baseline

Annual Target:

2003-2004: 22.30% + 10% = 32.30%



ALTERNATIVE SCHOOLS

AS-Desired Result 3: Students with disabilities are assigned to the Alternative Schools proportionately and all services outlined on the IEP are provided.

Baseline (OSEP-February 1999): OSEP interviews with school site administrators and special education teachers indicated non-compliance with requirements, although actual data indicated compliance.

Goal: 100%

Performance Check (November 2002):

50% to 100% improvement in student records at 2 alternative schools as monitored by DSP

TRANSITION/IEP PARTICIPANTS/ASSISTIVE TECHNOLOGY

T-Desired Result 4: Transition plans are developed on all students with disabilities (beginning at age 16, or as young as 14, if needed).

Baseline: 63% to 90% compliance on records review by DSP

Goal: 100%

Performance Checks:

IEP-Desired Result 4a: All IEPs will be conducted in accordance with IDEA including required participants.

Baseline (February 1999): OSEP's monitoring document indicated that not all IEPs in Orleans Parish were conducted with appropriate participants in attendance.

Goal: 100%

Performance Checks:

AT-Desired Result 4b: Students with disabilities are provided assistive technology as indicated through evaluations and IEPs.

Baseline (February 1999): OSEP's monitoring report indicated that assistive technology devices/services were not provided in Orleans Parish as necessary to provide FAPE.

Goal: 100%

Performance Checks:

May 2002 - Self-Review indicated all students needing A.T. were provided services and/or devices.

CERTIFIED SPECIAL EDUCATION PERSONNEL

P-Desired Result 5: Orleans Parish will increase by 5% each year the supply of qualified personnel to provide instruction and related services to students with disabilities in the least restrictive environment until all teachers are appropriately certified/trained.

Baseline: 63% certified (1999-2000)

Goal: increase by 5% per year [interpreted as 5% = 1.67% per year]

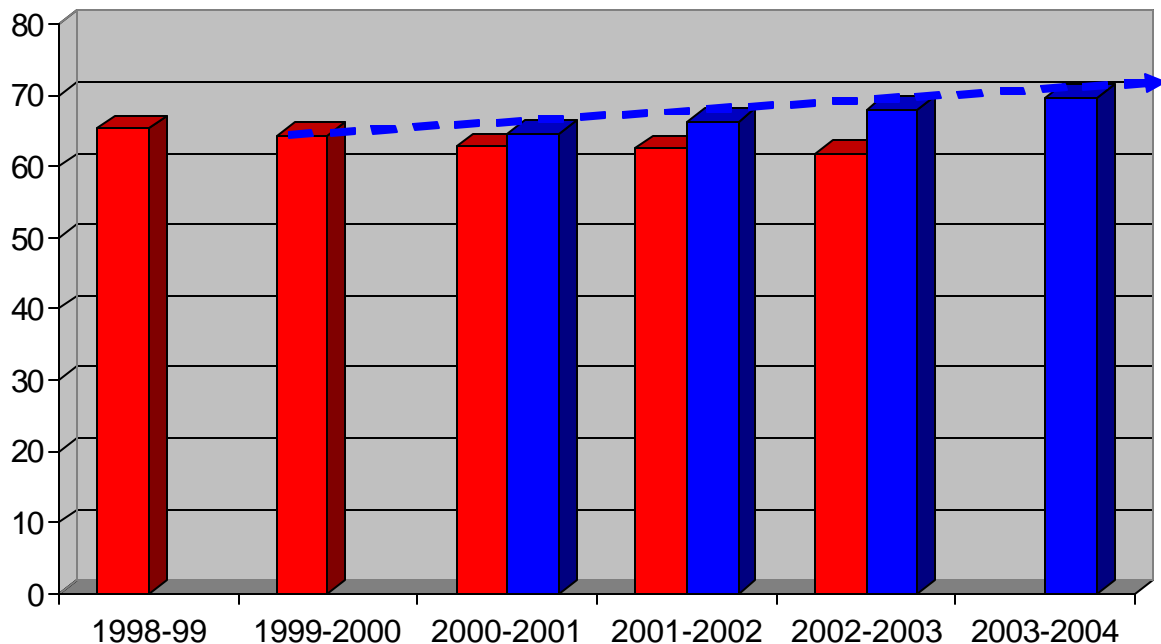
Annual Targets:

2000-2001: $63.00\% + 1.67\% = 64.67\%$;

2001-2002: $64.67\% + 1.67\% = 66.34\%$

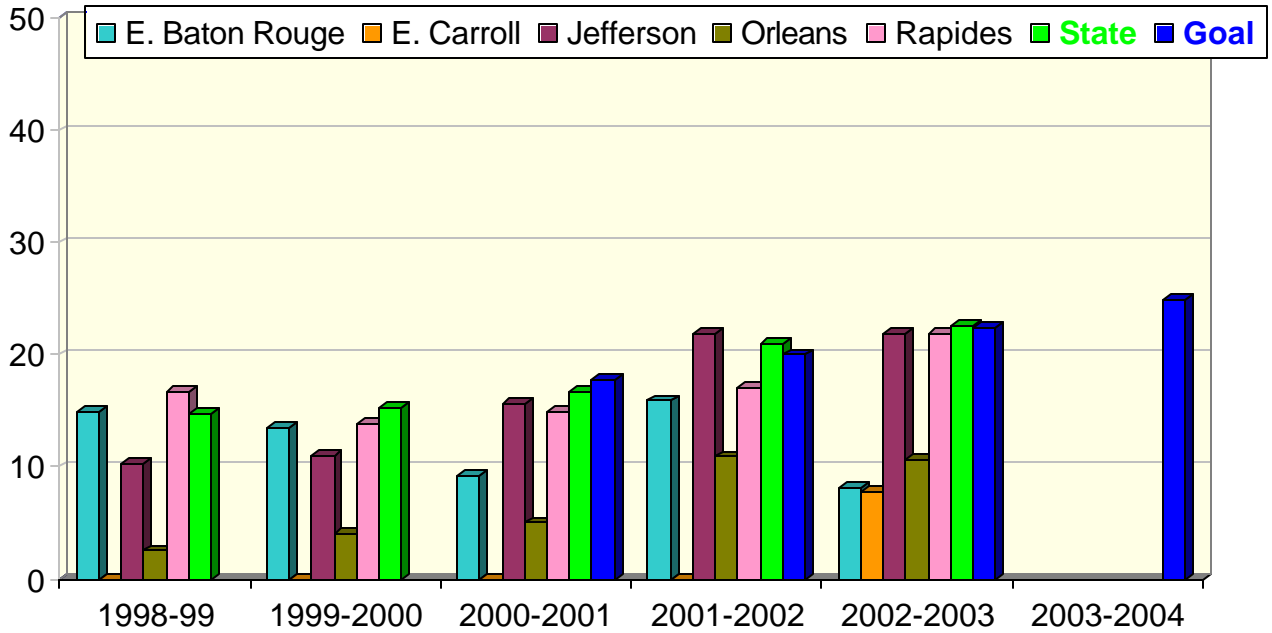
2002-2003: $66.34\% + 1.67\% = 68.01\%$

2003-2004: $68.01\% + 1.67\% = 69.68\%$



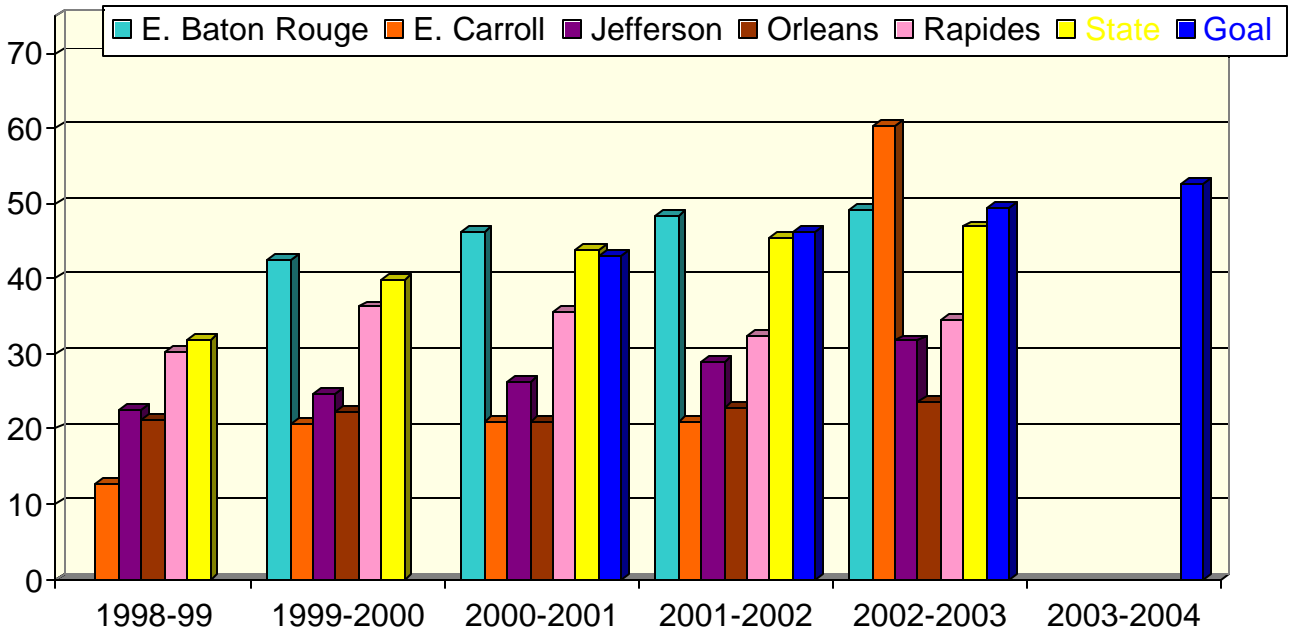
SECTION 2 – COMPARISON ON STATE GOALS

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).

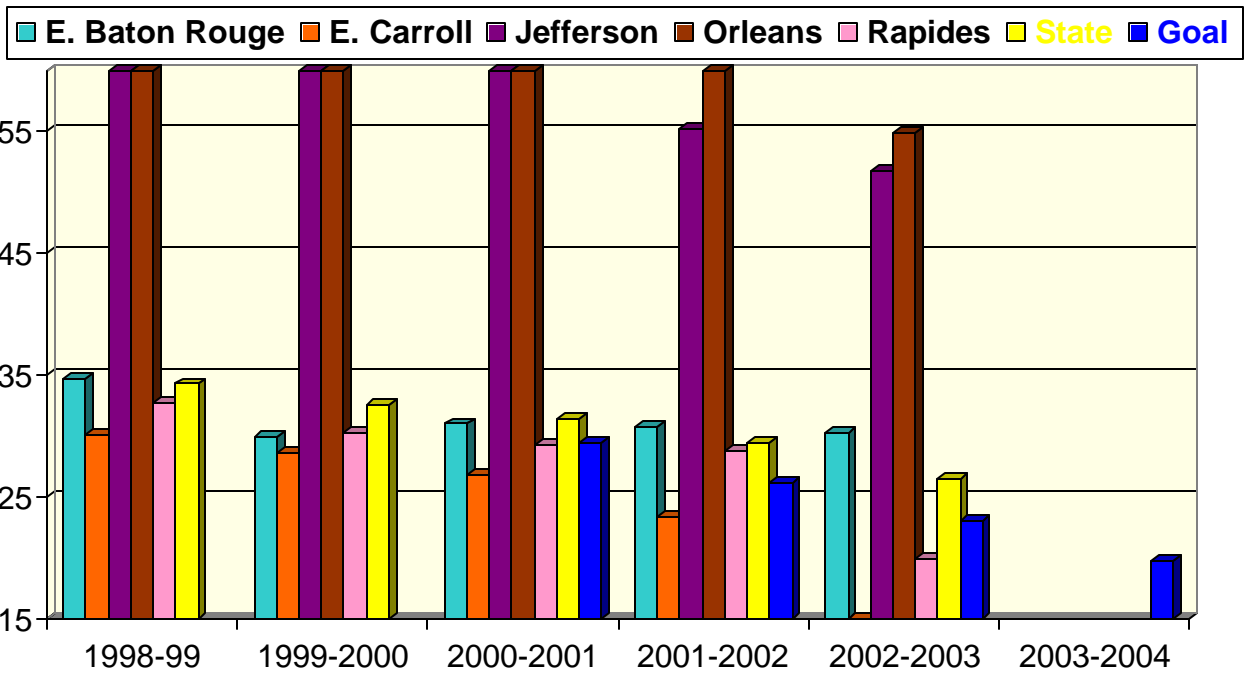


Priority Goal 2:

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)



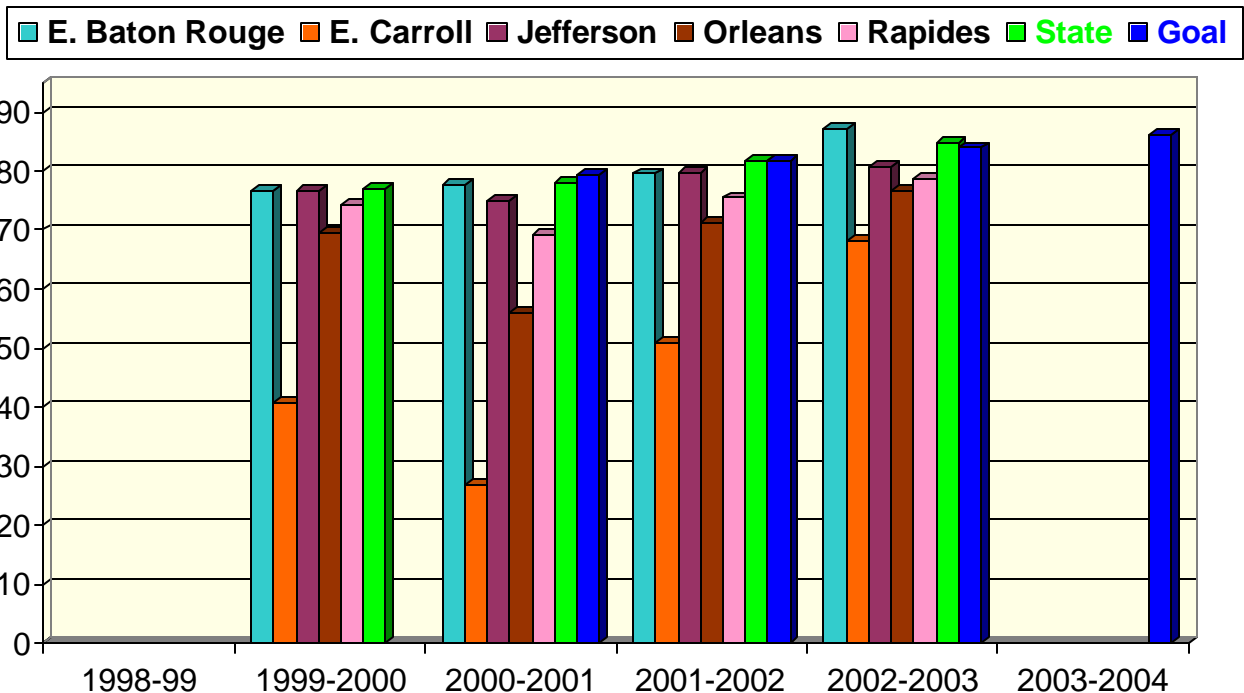
b) decrease by 10% per year for the next three years the number of students in separate classes (less than 40% of the time in regular classes) (decrease of 3.2% per year)



Priority Goal 3:

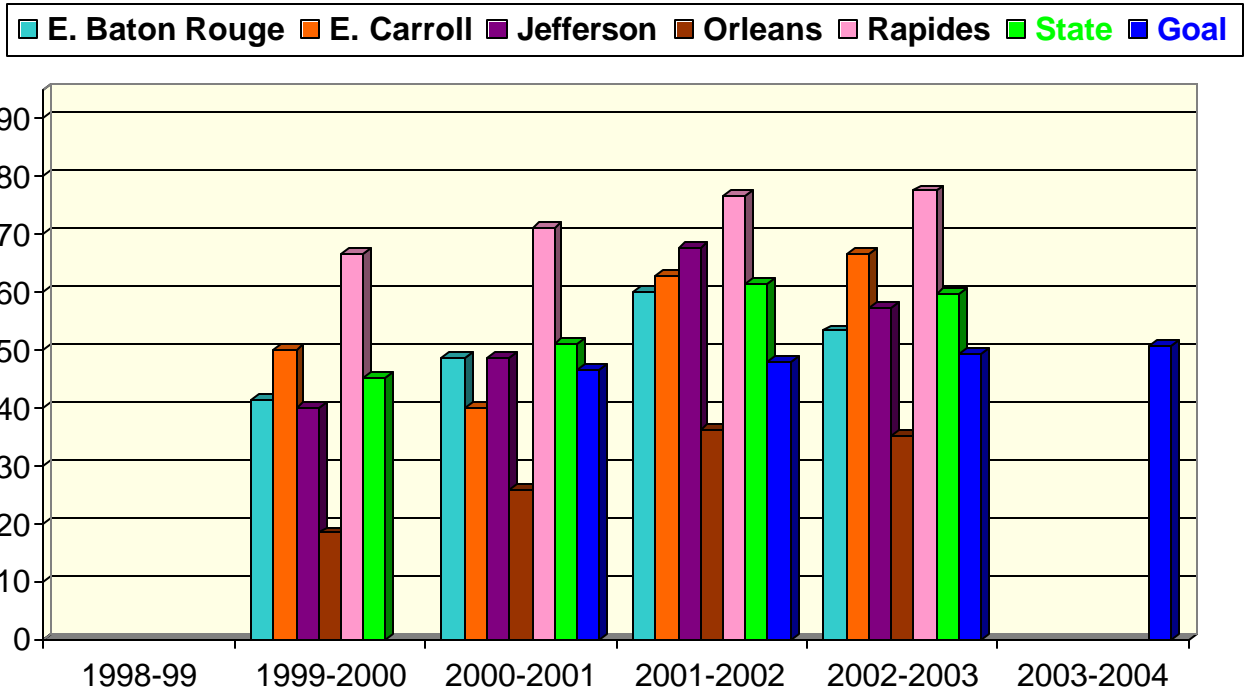
Participation

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

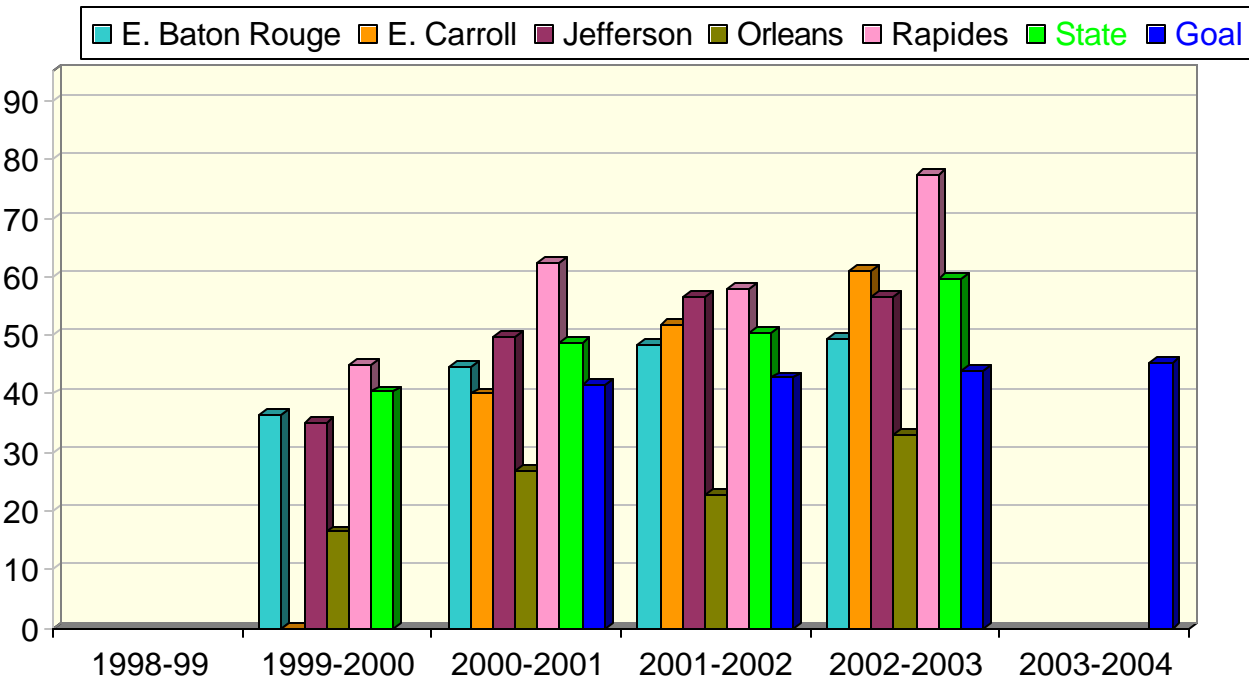


Performance

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)

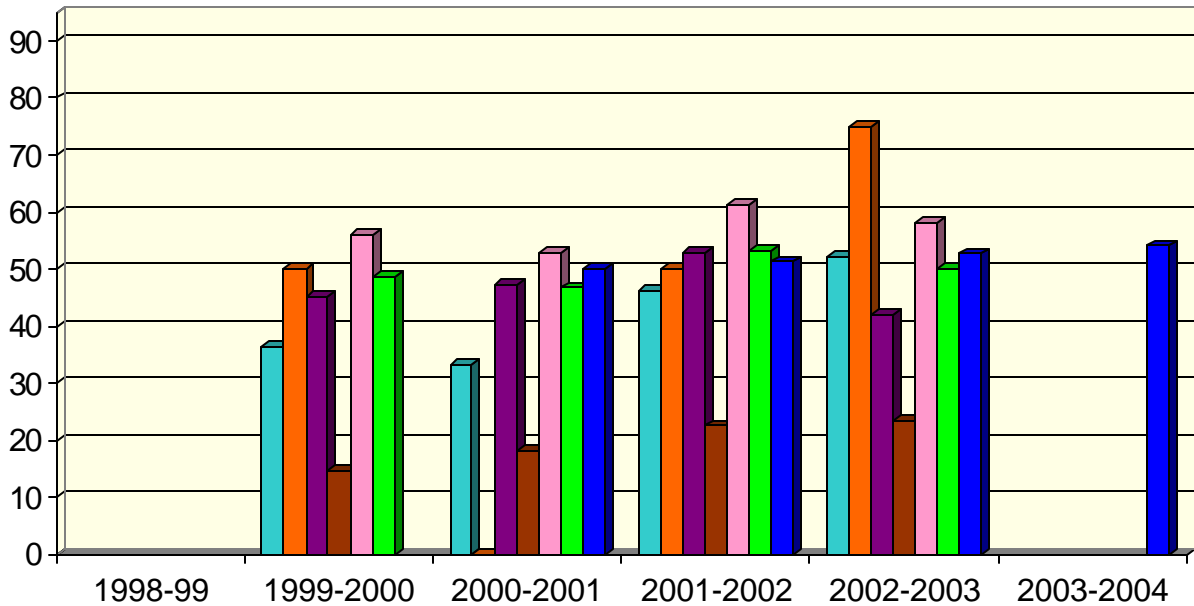


b) (2) Increase by 3% per year the percentage of students with disabilities scoring approaching basic or above as measured by the 4th grade math assessment (increase of 1.2% per year)



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)

■ E. Baton Rouge ■ E. Carroll ■ Jefferson ■ Orleans ■ Rapides ■ State ■ Goal



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)

■ E. Baton Rouge ■ E. Carroll ■ Jefferson ■ Orleans ■ Rapides ■ State ■ Goal

