

TABLE
Part B Annual Performance Report
Status of Program Performance

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Cluster Area I: General Supervision	
Question:	Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
Probes:	
GS.I	Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?
GS.II	Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?
GS.III	Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?
GS.IV	Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?
GS.V	Do State procedures and practices ensure collection and reporting of accurate and timely data?
State Goal (for reporting period July 1, 2002 through June 30, 2003): To provide effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).	
Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):	
General supervision instruments are in place that identify and correct IDEA noncompliance in a timely manner.	
Systemic issues are identified and remediated as a result of analysis of monitoring findings, complaint investigations, and hearing resolutions.	
Complaint investigations and related activities are completed in a timely manner.	
Number of teachers and other staff available to meet the educational needs of all children with disabilities in the State.	
Accurate and timely collection and reporting of data.	

TABLE
Part B Annual Performance Report
Status of Program Performance

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GS.I Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. <i>Use Attachment 1 when completing this cell.</i>): See attachment 1.
2. Targets (for reporting period July 1, 2002 through June 30, 2003): There were no established Targets related to due process hearings, mediation, or complaints for the reporting period July 1, 2002-June 30, 2003.
3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): We cannot report on Progress or Slippage, because we had no established Targets related to due process hearings, mediation, or complaints for the reporting period July 1, 2002-June 30, 2003.
4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Establish timelines for compliance
5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Require that hearing and complaint decisions (or approved corrective action plans) include dates to achieve and document compliance.
6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Legal will communicate this requirement to all hearing officers and complaint investigators.

GS.II Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, compliant investigations, and hearing resolutions?

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. <i>Use Attachment 1 when completing this cell.</i>): See attachment 1.
2. Targets (for reporting period July 1, 2002 through June 30, 2003): Maintain communication between Legal Staff and Monitoring Staff to ensure that monitors are aware of due process, mediation, and complaint activities involving the LEA's they will monitor.
3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):
4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Legal staff will continue to provide at least the current and most recent fiscal year's charts tracking basic information on due process hearings, mediation, and complaints for each LEA before the beginning of each monitoring cycle. --Legal staff will provide more detailed information (due process/complaint requests, findings, decisions,...) upon request.</p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): When a complaint investigator or monitor deems appropriate, inform the other section of an issue that may be systemic and better addressed by the other.</p>

GS.III Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?

<p>1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003): Baseline/Trend Data—See Attachment 1</p>
<p>2. Targets (for reporting period July 1, 2002 through June 30, 2003): There were no established Targets related to due process hearings, mediation, or complaints for the reporting period July 1, 2002-June 30, 2003.</p>
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): We cannot report on Progress or Slippage, because we had no established Targets related to due process hearings, mediation, or complaints for the reporting period July 1, 2002-June 30, 2003.</p>
<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Track timelines for complaint investigations, mediations, and due process hearings. Ensure that complaints and hearings are completed within timelines or extensions.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Legal will reinforce the importance of meeting timelines to hearing officers and complaint investigators.</p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Legal will require hearing officers to advise us of the hearing date and will contact hearing officers who have not set a hearing date within a few weeks of the hearing deadline.</p>

**TABLE
Part B Annual Performance Report
Status of Program Performance**

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GS.IV Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?

<p>1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. Use Attachment 1 when completing this cell.):</p> <p align="center">NUMBER AND TYPE OF TEACHERS EMPLOYED (IN FULL-TIME EQUIVALENCY) TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN WITH DISABILITIES, AGES 6-21 2002 STATE: <u>LA – LOUISIANA</u></p> <p align="center">SECTION B</p> <table border="1"> <thead> <tr> <th></th> <th>(1)</th> <th>(2)</th> <th>(3)</th> </tr> </thead> <tbody> <tr> <td>AREA OF SPECIALIZATION: (PLEASE SPECIFY CATEGORIES)</td> <td>EMPLOYED FULLY CERTIFIED</td> <td>EMPLOYED NOT FULLY CERTIFIED</td> <td>TOTAL EMPLOYED (1) + (2)</td> </tr> <tr> <td>TOTAL SPECIAL EDUCATION TEACHERS (1)</td> <td align="center">5503</td> <td align="center">2295.06</td> <td align="center">7798.06</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					(1)	(2)	(3)	AREA OF SPECIALIZATION: (PLEASE SPECIFY CATEGORIES)	EMPLOYED FULLY CERTIFIED	EMPLOYED NOT FULLY CERTIFIED	TOTAL EMPLOYED (1) + (2)	TOTAL SPECIAL EDUCATION TEACHERS (1)	5503	2295.06	7798.06				
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TOTAL SPECIAL EDUCATION TEACHERS (1)	5503	2295.06	7798.06																
<p>2. Targets (for reporting period July 1, 2002 through June 30, 2003):</p> <p>Louisiana's performance target was to increase the number of teachers who received high-quality professional development from 85% to 100% by the end of SY 2003 – 2004.</p>																			
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):</p> <p>Regional trainings were conducted to ensure district and school personnel were able to implement and evaluate professional development activities that met the NCLB definition of high-quality. The National Staff Development Council's Revised Standards for Staff Development were used in conjunction with the NCLB definition of professional development. On-going, intensive technical assistance has also been provided to district's to ensure the State will meet the 2003 performance target.</p> <p>The LDE provided LEAs with numerous resources to implement high-quality professional development. Due to district and State staffing changes; limited assess by rural districts; limited resources; etc, high-quality professional development was not being implemented 100% throughout all districts.</p> <p>Louisiana is working to ensure that there are a sufficient number of administrators, teachers, related services providers, paraprofessional, and other providers to meet the identified educational needs of all children with disabilities in the State. The Louisiana Department of Education is continuing to offer high-quality professional development opportunities for administrators, teachers, related services providers, paraprofessionals, and other providers to ensure the identified needs of all children with disabilities in Louisiana are addressed. The Division of Special Populations, which is responsible for the statewide implementation of the Individuals with Disabilities Education Act, has developed and disseminated a document that includes a current listing of all professional development opportunities. This document may also be accessed through the Department of Education's website, www.louisianaschools.net</p>																			

TABLE
Part B Annual Performance Report
Status of Program Performance

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<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>LDE will continue providing State, regional and LEA trainings to ensure all professional development meets the NCLB requirements for high-quality. This training will be accomplished in coordination with content specific/content methodology training as well as training in research-based instructional practices. Technical assistance will continue to be provided by LDE staff based on LEA needs.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>In order to ensure that all teachers and service providers are able to demonstrate content mastery, the Louisiana Department of Education and the Board of Elementary and Secondary Education have implemented a system for continuing learning units (CLUs) to build and enhance the capacity for effective, research-based content-focused teaching and learning that positively impacts student achievement. The CLU is a unit of measure that is used to quantify an educator's participation in high quality professional development. Through CLUs, all educators are encouraged to participate in high quality professional development experiences that support their work as teachers and lead to improved student learning. The target pilot date for this new program is SY 04-05.</p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>LDE projects LEAs will have attained the projected 100% target of all Louisiana teachers and principals participating in high-quality professional development by the end of school year 2004. The LEAs have multiple federal, state, and local funds to achieve this State goal. The LDE will continue to provide staff and strategies to ensure success of this State goal. In addition, LEAs are encouraged to use multiple resources to facilitate the accomplishment of the high-quality professional development of all teachers and principals throughout the State.</p>

TABLE
Part B Annual Performance Report
Status of Program Performance

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GS.V Do State procedures and practices ensure collection and reporting of accurate and timely data?

<p>Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003):</p> <p>Louisiana's procedures ensure the collection of accurate and timely data through state procedures and data system guidelines.</p> <p>Each school year the state publishes a calendar (Dates to Remember) that identify dates for data collection. These dates are determined based on federal and state deadlines for data. LEAs can enter/submit individual special education data during the entire school year. This calendar identifies preliminary and final child count dates (state and federal). Preliminary data collections allow LEAs the opportunity to review and correct data prior to the final child count. During the preliminary child counts, reports are generated that identify students that will be included in the final count. Error reports are also generated. These reports are downloaded to the LEAs for review periodically. The state monitors the reports and contacts LEAs, as appropriate. The special education system also has a series of system edits that aid in ensuring data accuracy. Data entered/submitted must pass system edits before it will be stored in the database. Additional user support is offered through yearly Data Management workshops. In addition, a yearly system user guide is published and email notifications are sent routinely. The Data Management staff, along with our special populations staff, provide LEAs with telephone support.</p>
<p>2. Targets (for reporting period July 1, 2002 through June 30, 2003): Maintain current data system.</p>
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): Maintain current data system.</p>
<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Maintain current data system.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Maintain current data system.</p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Maintain current data system.</p>

TABLE
Part B Annual Performance Report
Status of Program Performance

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Cluster Area II: Early Childhood Transition
Question: Are all children eligible for Part B services receiving special education and related services by their third birthday?
State Goal (for reporting period July 1, 2002 through June 30, 2003): All children transitioning from services in IDEA, Part C, when needed, will be evaluated and an IEP will be in place by the third birthday.
Performance Indicators (for reporting period July 1, 2002 through June 30, 2003): LEAs participate in transition planning conferences arranged by the Lead Agency” and “ by the child’s third birthday LEAs complete evaluations, determine eligibility, develop and have IEPs in effect.
<p>1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003):</p> <p>The year June 2002 – July 2003 was the final year the Department of Education (DOE) in Louisiana was the lead agency for IDEA, Part C. The year was a transitional year for turning over Part C to the Department of Health and Hospitals/Office of Public Health (DHH/OPH). DOE and DHH worked closely to make the transition happen on July 1, 2003.</p>
<p>2. Targets (for reporting period July 1, 2002 through June 30, 2003):</p> <p>Due to change in lead agency for Part C the baseline will be set for June 2003 – 2004.</p>
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):</p> <p>Baseline to begin July 2003 – June 2004</p>
<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and ongoing):</p> <p>Due to change in lead agency for Part C the following timeline for baseline/trend data will be established: Capture data for 1st of 3 years to establish baseline for 1) date of transition meeting, LEA attending the meeting, 2) evaluation dissemination date 3) IEP by the third birthday.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and ongoing):</p> <p>Establish collaboration with DHH/OPH, the new lead agency for IDEA, Part C, July 2003 State-wide regional meetings held for Part B/Part C stakeholders for training on policy regarding transition at age 3. 8 trainings held, September-October 2003. Initial meeting of 0-5 Coalition with Part C Regional Coordinators and Early Childhood Special Education Coordinators (ages 3-5) and other stakeholders of 0-5 effort, distribution of Early Childhood Transition Family Booklet, November 2003</p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and ongoing):</p> <p>July 2003 – June 2004 - Establish 1st of 3 years of baseline data for Transition.</p>

TABLE
Part B Annual Performance Report
Status of Program Performance

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Cluster Area III: Parent Involvement
Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?
State Goal (for reporting period July 1, 2002 through June 30, 2003): A free appropriate public education to children with disabilities is facilitated through parent involvement in special education services in Louisiana.
Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): There are no indicators currently listed in the State Improvement Plan. Plans are being developed to collect data and formulate future strategies.
1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003): Efforts are being organized and formulated by collaborative efforts with statewide parent involvement initiatives sponsored by the SEA to develop a collection method/measure for Baseline/Trend Data.
2. Targets (for reporting period July 1, 2002 through June 30, 2003): Once baseline data is collected through collaborative efforts with statewide parent involvement initiatives, targets will be established.
3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): See above
4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Efforts in the fiscal year 03-04 include organization of a data collection system with statewide parent involvement initiatives currently in place to measure meaningful parent participation. Groups working on this project are the SEA Compliance Monitoring System, Project PROMPT, Louisiana's PTI, Families Helping Families Network of Parent- Directed Family Resource Centers and the LaSIG – Louisiana State Improvement Grant. Parent Focus groups are being organized, facilitated by a representative from NCSEAM. Information collected will be synthesized with the tool being developed by NCSEAM to be available in fall, 2004.
5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): With information from our focus groups (2) being held in March, 2004, a comprehensive tool will be developed using the NCSEAM model to be used as a measure of parental involvement and will be introduced to be used by districts in their self review process during Focused Monitoring, by PTI and Families Helping Families facilitators during direct contact with parents, and by LaSIG facilitators for parents involved in school improvement teams.
6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): La DOE has appropriated resources to the following to measure parental participation/involvement in the state. Contracts are currently in place with the network of Parent Resource Centers (9), Families Helping Families; investment continues in many forms to the planning and implementation process for the Louisiana State Improvement Grant (LaSIG); and a cooperative effort with the CIMP process around parental involvement will become a great asset in the monitored parishes. Development of a list of priorities for the process from parents in the North and South portions of the state will be completed in March, 2004 as we await the tool in development from NCSEAM. With receipt of the tool, base line data will be collected. Implementation of a measurement process for parental involvement is expected to begin in Spring 2005.

**TABLE
Part B Annual Performance Report
Status of Program Performance**

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Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment	
Question:	Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?
Probes:	
BF.I	Is the percentage of children with disabilities receiving special education, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular disability category, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular educational setting, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment?
BF.II	Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?
BF.III	Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?
BF.IV	Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
BF.V	Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
BF.VI	Are the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?
State Goal (for reporting period July 1, 2002 through June 30, 2003): All children with disabilities will receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.	

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

<p>Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):</p> <p>Percentage of children with disabilities receiving special education, by race/ethnicity, compared to the percentage of children, by race/ethnicity, in the State's general student enrollment.</p> <p>High School graduation rates and drop-out rates for children with disabilities, compared to graduation rates and drop-out rates for non-disabled children.</p> <p>Suspension and expulsion rates for children with disabilities compared to the rates for non-disabled children within the LEAs</p> <p>Performance results for children with disabilities on large-scale assessments.</p> <p>Extent to which children with disabilities are educated with non-disabled peers to the maximum extent appropriate.</p> <p>Early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services.</p>

BF.I **Is the percentage of children with disabilities receiving special education, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular disability category, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular educational setting, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment?**

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. <i>Use Attachments 2 and 3 when completing this cell.</i>): Enrollment by race/ethnicity and disability category by race/ethnicity showing percentage of each group represented (see Attachment 2).
2. Targets (for reporting period July 1, 2002 through June 30, 2003): Host a statewide disproportionality summit conference to assess issues arising from disproportionate representation of racial or ethnic groups among school children identified in various disability categories.
3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):
4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Host a second statewide disproportionality conference in order to assess progress in reducing disproportionate representation in disability categories based on race/ethnicity.
5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Districts that have determined that their data illustrate significant disproportionality will complete an analysis of their data and procedures for the identification and placement of children with disabilities to determine whether they comply with the requirements of IDEA, and are race neutral.
6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

**TABLE
Part B Annual Performance Report
Status of Program Performance**

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BF.II Are high school graduation rates, and dropout rates, for children with disabilities comparable to graduation rates and dropout rates for non-disabled children?

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003).			
Data Statistics for Louisiana Students with Disabilities			
Exit Status	2000/2001	2001/2002	2002/2003
Graduation-Diploma	25.8%	21.0%	22.6%
Dropped Out	41.5%	28.5%	24.4%
Louisiana does not report comparable data for students without disabilities.			
2. Targets (for reporting period July 1, 2002 through June 30, 2003):			
Louisiana will reduce by 1% per year the percent of students who drop out for the next three years.			
Louisiana will increase the number of students with disabilities graduation with a diploma by 50% within three years (2.4% per year).			
3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):			
Progress: Implementation of Pre-GED/Skills Options Program			
4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):			
Reduction of dropouts:			
2003-04: 26.5%			
2004-05: 25.5%			
2005-06: 24.5%			
5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):			
a) Review, examine, and evaluate the focused monitoring system to determine how to incorporate procedures that will meet the dual goals of statutory compliance (general supervision) and student results accountability (focused monitoring).			
b) Develop a process for identifying and recognizing LEAs that continue to perform above state identified goal projections to identify and provide intensive assistance to LEAs that continue to perform below state identified goals and incorporate the process into the focused monitoring system.			
c) Conduct audits of the five identified LEAs in the area of Transition statements and plans to determine the progress each has made toward 100% compliance with IDEA regulations.			
d) Provide training and assistance to district personnel in using state auditing procedures to ensure reliability between state and local evaluations of compliance.			

TABLE
Part B Annual Performance Report
Status of Program Performance

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6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

Based on above activities:

- a) May 2004 (SIP says May 2003 but reporting period begins after that.)
- b) September 2003
- c) December 2003
- d) September 2003

BF.III Are Suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?

Source for data and graphs in this section: Louisiana State Performance Profiles – 2000-2003 – Part B, Revised as of December 31, 2003, Louisiana Department of Education web site; Louisiana Report to U.S. DOE Table 5, Section B.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): Louisiana will

- a) Decrease the percentage of students with disabilities placed in out-of-school suspension by 10% per year for the next three years (1.6% per year);
- b) Maintain the percentage of students with disabilities with out-of-school expulsions at or below current levels (0.17%);
- c) Decrease the number of students with disabilities suspended or expelled greater than 10 days by 5% per year for the next three years (60 students per year); and,
- d) Decrease the total number of single/expulsions greater than 10 days by 10% per year for the next three years (23 students per year).

TABLE
Part B Annual Performance Report
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1& 2. Baseline/Trend Data & Targets (for reporting period July 1, 2002 through June 30, 2003.):

Baseline & Targets: Decrease the percentage of students with disabilities placed in out-of-school suspension by 10% per year for the next three years (1.6% per year)

Baseline: 16.3% (set in 2002-2003 school year)

Goal: decrease of 1.6% per year	<u>Actual</u>
1999-2000:	14.5%
2000-2001:	15.0%
2001-2002: BASELINE	16.3%
2002-2003: 16.3% - 1.6% = 14.7%	16.4%

Baseline & Targets:) Maintain the percentage of students with disabilities with out-of-school expulsions to at or below current levels (0.17%)

Baseline: 17% (set in 2002-2003 school year)

Goal: maintain at or below 0.20 % each year	<u>Actual</u>
1999-2000:	0.20%
2000-2001:	0.16%
2001-2002: .BASELINE	0.17%
2002-2003: at or below 0.17%	0.17%

Baseline & Targets: Decrease the number of students with disabilities suspended or expelled greater than 10 days by 5% per year for the next three years (60 students per year)

Baseline: 1251 (set in 2002-2003 school year)

Goal: decrease by 60 students per year	<u>Actual</u>
2001-2002: BASELINE	1251
2002-2003: 1251 - 60 = 1191	1216

Baseline & Targets: Decrease the total number of single/expulsions greater than 10 days by 10% per year for the next three years (23 students per year).

Baseline: 1251 (set in 2002-2003 school year)

Goal: decrease by 23 students per year	<u>Actual</u>
2000-2001:	298
2001-2002: BASELINE	233
2002-2003: 233 - 23 = 210	205

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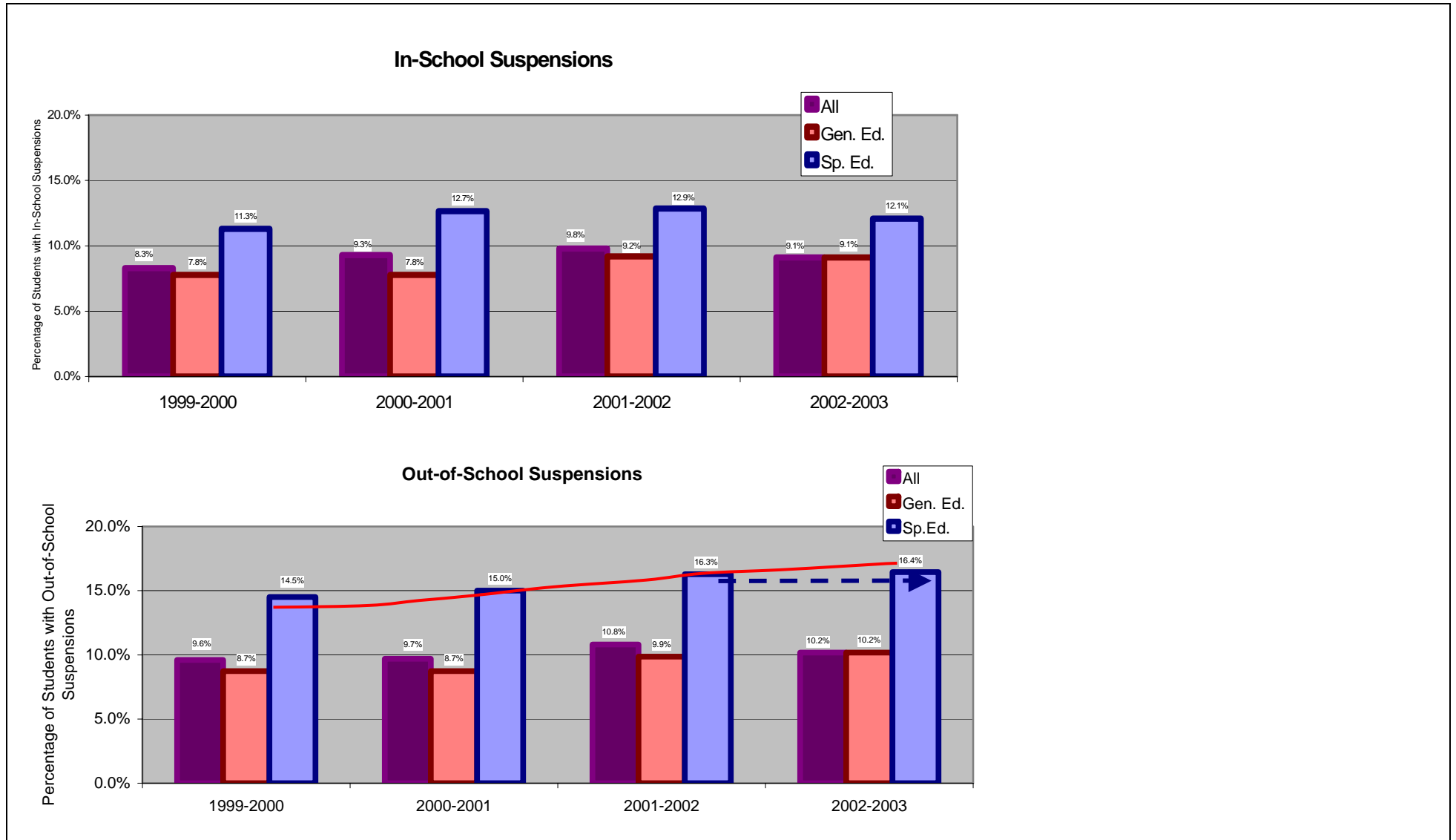


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Part B Annual Performance Report
Status of Program Performance

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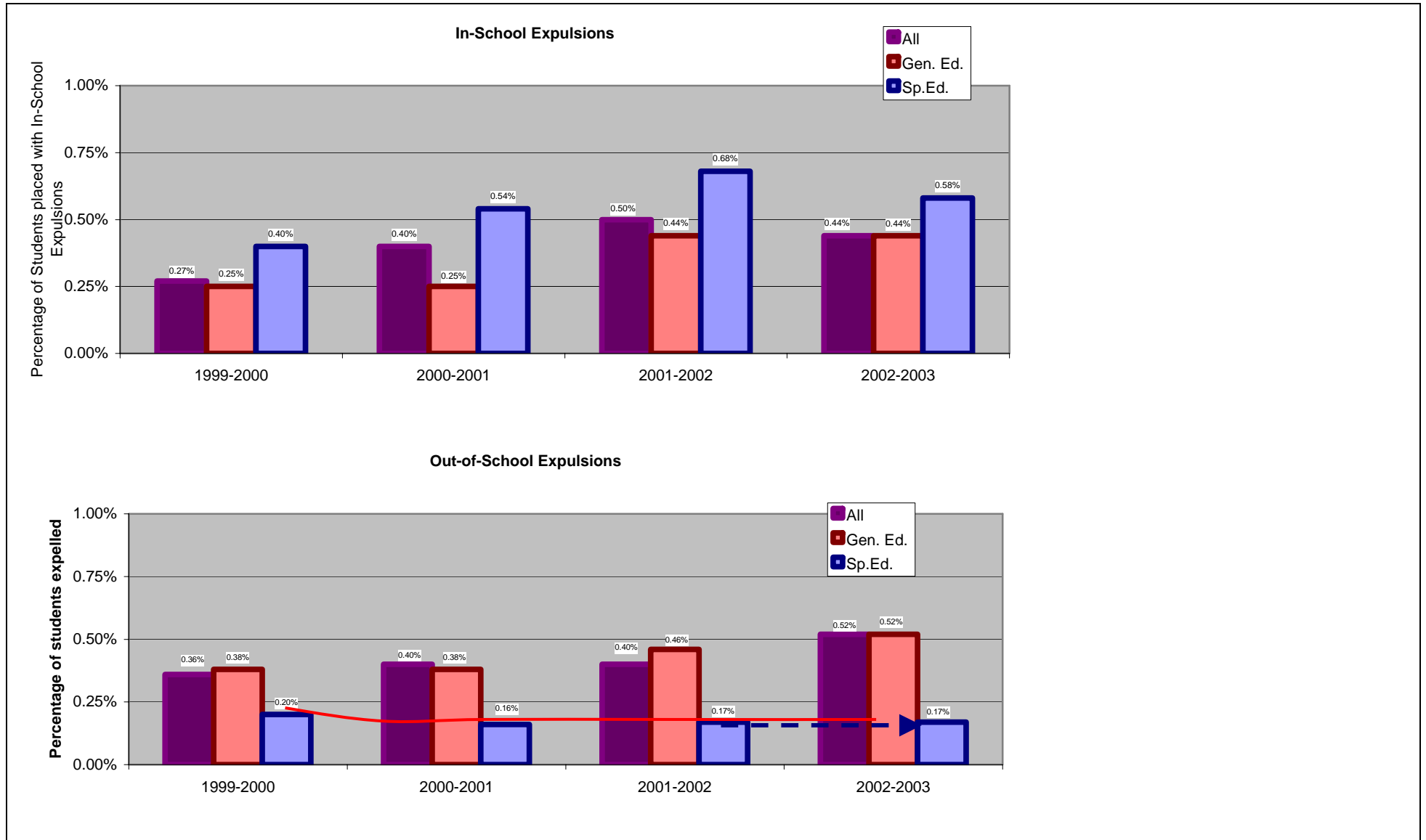


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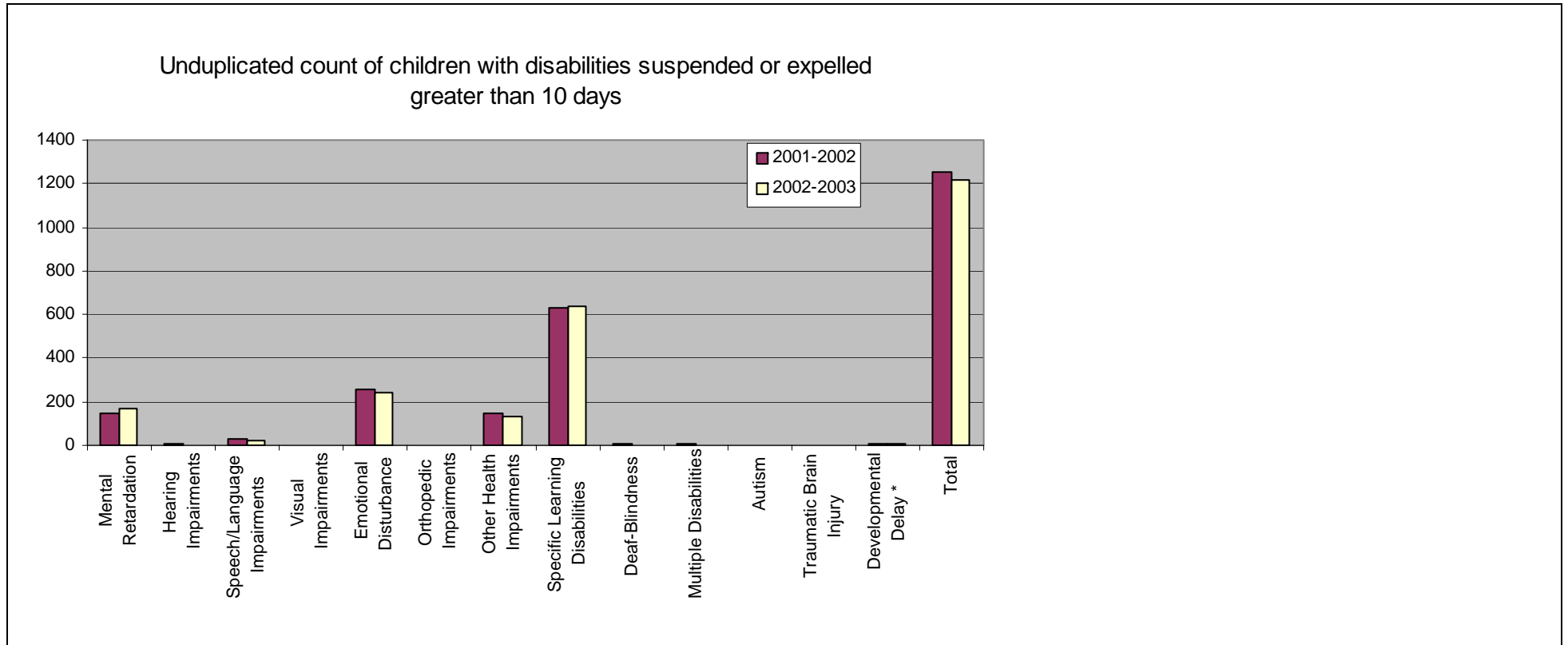


TABLE
Part B Annual Performance Report
Status of Program Performance

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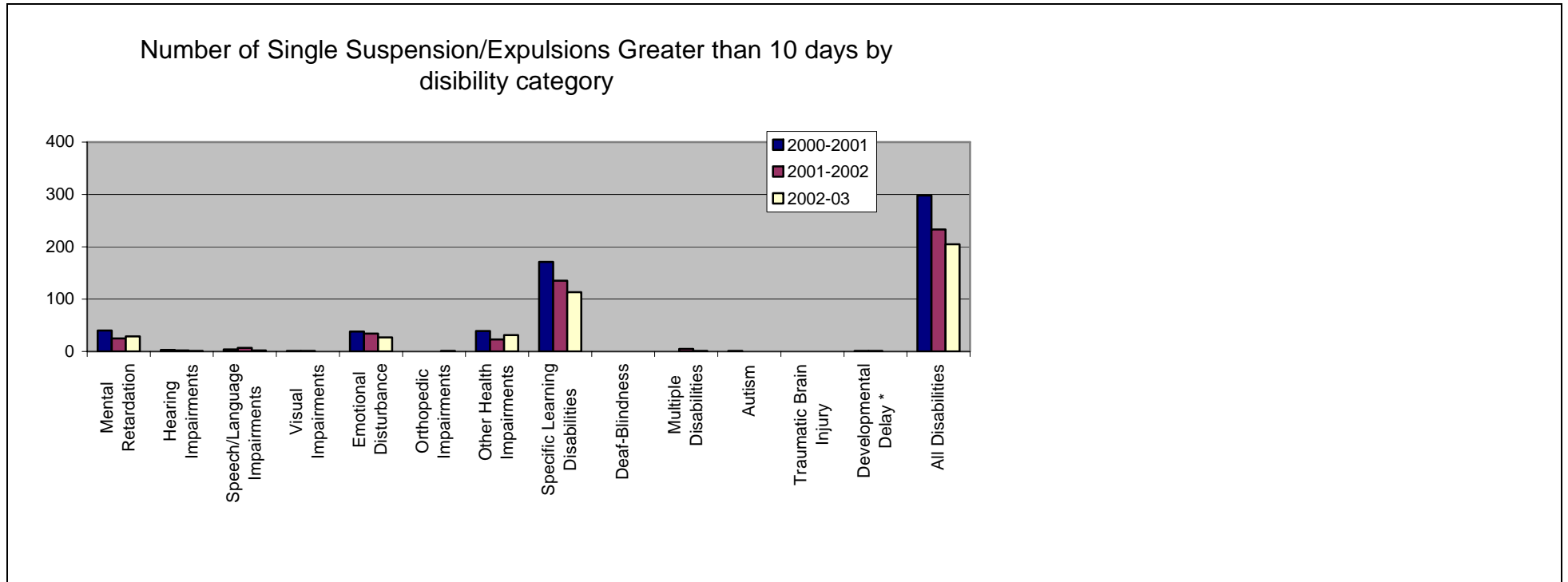


TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

During the reporting period July 1, 2002 through June 30, 2003, the percentage of students with disabilities receiving out-of-school suspensions remained relatively constant at 16.4% (as compared with the previous year). While this is under the goal of a 1.6% decrease per year, it represents a change from the upward three-year trend of the percentage of students with disabilities removed through out-of-school suspensions.

During the reporting period July 1, 2002 through June 30, 2003, there was maintenance in the percent of students with disabilities with out-of-school expulsions from previous two years at or near 0.17%. This represents a total 15% decrease (0.03% actual) from the 1999-2000 school year.

During the reporting period July 1, 2002 through June 30, 2003, there were 35 less students with disabilities suspended or expelled greater than 10 days than the previous year. While this is under the goal of a 5% or 60 student reduction per year, it does reflect significant movement in the right direction.

During the reporting period July 1, 2002 through June 30, 2003, there were 28 less single expulsions greater than 10 days than the previous year. This represents a significantly greater percentage of incidents of single expulsions than targeted and an overall 33% decrease or 93 less incidents than the 2000-2001 school year.

With the exception of the trend in percentages of students with disabilities receiving out-of-school suspensions, Louisiana is moving in the right direction regarding disciplinary outcomes for students with disabilities. The percentage of students with disabilities receiving out-of-school suspensions appears to mirror the trend of the general education population since the 1999-2000 school year. While there continues to be a disproportionate percentage of students with disabilities relative to their general education counterparts being suspended, both groups have experienced an increase in the use of out-of-school suspension as a disciplinary technique. Data on out-of-school expulsions reveal that the use of removal is a trend for students in general education but not those in special education. So while some of the areas of disciplinary outcomes appear to be moving in the right direction for students in special education, the overall trend in exclusionary practices for the general student population raises concerns.

Louisiana has just begun an initiative on School-Wide Positive Behavioral Support. Assessments of participating schools indicate a general lack of cohesive, positive, educationally oriented disciplinary practices. Therefore, it is not surprising that schools have continued and/or increased the use of exclusionary practices for students.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

Although the state fell short of the projected 1.6% decrease per year in the percent students with disabilities placed in out-of-school suspension, the goal of having a 1.6% increase per year remains the same, until the target (10% or comparable to general education) is reached. Projected targets are as follows:

Decrease the percentage of students with disabilities placed in out-of-school suspension by 10% per year for the next three years (1.6% per year)

2003 - 2004: 16.4% - 1.6% = 14.7%

2004 - 2005: 14.7% - 1.5% = 13.2%

The goal is to continue to maintain the percentage of students with disabilities with out-of-school expulsions to at or below current levels (0.17%). Projected targets are as follows:

Maintain the percentage of students with disabilities with out-of-school expulsions to at or below current levels (0.17%)

2003 - 2004: = 0.17%

2004 - 2005: <= 0.17%

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Although the state fell short of the projected 5% or 60 student decrease per year in number of students with disabilities suspended or expelled greater than 10 days, the goal of having a 5% increase per year remains the same, until the target (1000) is reached. Projected targets are as follows:

Decrease the number of students with disabilities suspended or expelled greater than 10 days by 5% per year

2003 - 2004: $1216 - 60 = 1156$

2004 - 2005: $1156 - 60 = 1094$

The target is to continue to decrease the total number of single/expulsions greater than 10 days by 10% per year until the target of 150 is reached.

Decrease the total number of single/expulsions greater than 10 days by 10% per year.

2003 - 2004: $205 - 20 = 185$

2004 - 2005: $185 - 18 = 167$

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

Model Master Plan For Discipline and Behavior and Positive Behavioral Support Initiative.

Through intra- and inter-agency collaboration, a Model Master Plan for Discipline has been developed and approved through the State Board of Elementary and Secondary Education. This plan provides guidance for the Model Master Plans that each school will develop in the fall of 2004. These plans being based on the Louisiana Department of Education School-Wide Positive Behavioral Support Model which provides proactive positive, educational, data-driven approaches to address disciplinary issues. The training and support provided to schools and school systems in this model is anticipated to address the trend in using exclusionary practices for all students as well as specific strategies and techniques for those students with disabilities presenting the more challenging behaviors.

Positive Behavior Support

June 2003-July 2004 and ongoing

In collaboration with a Department-wide effort, the Division of Special Populations is providing training statewide on school wide positive behavioral support, as well as positive behavioral support strategies for students with the most significant behavioral challenges. During the 2003-2004 school year, over 25% (20 of 70) local education agencies participated in training and technical assistance opportunities in implementing the School-Wide Positive Behavioral Support Model at local schools. There are plans to continue to provide training and technical assistance to additional schools and develop the local educational agencies capacity to sustain and spread effective practices throughout additional schools.

In addition to the practices at the school-wide level, training and technical assistance is provided for educational teams working with students with the most severe challenging behaviors. During the 2003-2004 school year a training series was provided to develop skills and practices that effectively address the needs of students with disabilities with severe challenging behaviors. Technical assistance was provided to some participants involved in this training.

There were other training and technical assistance opportunities that share effective instructional practices for students with disabilities including but not limited to conducting functional behavioral analysis and developing behavioral support plans (i.e., Introduction to Autism Team Training; Effective Practices for Students with Significant Disabilities, etc.).

Resources

- Technical support from personnel from the University of South Florida and Louisiana State University.
- LaSIG

TABLE
Part B Annual Performance Report
Status of Program Performance

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- LDE staff

Analysis:

In-School Suspensions

Trends across the last three years (2000-2003) indicate slight increases in the percentages of general education students receiving in-school suspensions. During this same time frame, there were relatively stable percentages of students in special education and total student populations in in-school suspension.

Out-of-School Suspensions.

The percentage of students in the general education population receiving out-of-school suspensions consistently rose over the last three school years. Whereas the percentage of special education population of students receiving out-of-school suspensions increased between the 2000-2001 to 2001-2002 school years this percentage remained relatively stable between the 2001-2002 and 2002-2003 school years. The percentage of the total population receiving out-of-school suspensions was an increase between 2000-2001 and 2001-2002 then a slight decrease between 2002-2003 school years.

In-School Expulsions.

The percentage of the special education and total population of students receiving in-school expulsions was an increase between 2000-2001 and 2001-2002 then a slight decrease between 2002-2003 school years. Whereas the percentage of general education population of students receiving in-school expulsions increased between the 2000-2001 to 2001-2002 school years this percentage remained stable between the 2001-2002 and 2002-2003 school years.

Out-of-School Expulsions.

The percentage of students in the general education population receiving out-of-school expulsions consistently rose over the last three school years. The percentage of students with disabilities receiving out-of-school expulsions has remained stable across the last three years. The total population of students had an increase in the percentage of students receiving out-of school expulsions.

Disability Categories.

There were slight increases in the overall number of students with disabilities suspended or expelled for greater than ten days between the 2001-2002 and 2002-2003 school years. Analysis of the number of suspensions and expulsions by disability category indicate that students with specific learning disabilities and emotional disturbance represent the majority of students removed for more than ten days.

Discussions with the LDE data management and analysis personnel indicated that data entered at the school level often fails to appropriately tag the records of students with IEPs. However, the LDE data management is able to cross reference the student data information of the entire student information system (i.e., Student Information System, SIS) with the special education data set (i.e., LANCER) to reconcile any discrepancies of local data entry incongruities.

While the suspension and expulsion data indicate only minor issues regarding the use of punitive and/or exclusionary practices, these data are expected to under represent the actual use of student removal from campus for discipline infractions. Combined with consistent teacher surveys indicating effectively addressing behavioral issues as a priority area of concern, there is a need for additional approaches and strategies for educators to address the behavioral challenges of students, especially those identified with special needs.

The first indicator/objective is to have accurate data on the use of suspension and expulsion as a disciplinary action.

The second indicator is to have comparable suspension rates for students with and without disabilities.

TABLE
Part B Annual Performance Report
Status of Program Performance

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BF.IV Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?

<p>1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. <i>Use Attachments 2 and 3 when completing this cell.</i>): Report of the participation and performance of students with disabilities on state assessments by content area, grade, and type of assessment (see Attachment 3). Grades 4, 8, and 10 are reported because these are the grades which the state is currently required to report under NCLB. Information and data is based upon the Louisiana State Improvement Plan.</p>
<p>2. Targets (for reporting period July 1, 2002 through June 30, 2003): From a baseline of 77%, the target for increase is 2.3% annually for participation of students with disabilities in statewide assessment. Annually increase the percentage of students with disabilities scoring “approaching basic” or above as follows: 4th grade ELA by 1.4%; 4th grade Math by 1.2%; 8th grade ELA by 1.4%; 8th grade Math by 0.8%.</p> <p>Percentage of students with disabilities who score ‘approaching basic’ or above as measured by 4th grade ELA has increased by 8.8%, 4th grade Math has increased by 10.9%, 8th grade ELA has shown an increase of 3.4%, and 8th grade Math has shown an increase of 2.3% since the 2000-01 school year. In 2002-03 school year, the percentage of children scoring “approaching basic” and above in ELA dropped by 1.75 in the 4th grade and 3.3% in the 8th grade.</p>
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): Percentage of students with disabilities that participate in on-level statewide assessment has increased by 6.8% since the 2000-01 school year.</p>
<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): From a baseline of 77%, the target for increase is 2.3% annually for participation of students with disabilities in statewide assessment.</p> <p>Annually increase the percentage of students with disabilities scoring “approaching basic” or above as follows: 4th grade ELA by 1.4%; 4th grade Math by 1.2%; 8th grade ELA by 1.4%; 8th grade Math by 0.8%.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Continue activities promoting access to the general education curriculum. Define significant cognitive disabilities and revise alternate assessment participation criteria, if needed.</p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Activities promoting access to the general education curriculum are ongoing.</p> <p>Spring 2004 – define significant cognitive disabilities</p> <p>Spring 2004 – revise alternate assessment participation criteria, if needed.</p>

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

BF.V Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?

Source for data and graphs in this section: State Improvement Plan Profile – 2003 – Part B, Revised as of December 31, 2003, Louisiana Department of Education web site.

1 & 2. Baseline/Trend Data & Targets (for reporting period July 1, 2002 through June 30, 2003. Use Attachments 2 and 3 when completing this cell.):

Baseline & Targets: Increase the number of students with disabilities served in “regular settings” 10% per year for the next three years (+3.2% per year)

Baseline: 39.74% (set in 2000-2001 school year)

Goal: increase of 3.2% per year

Actual

2000-2001: 39.74% + 3.2% = 42.94%	43.81%
2001-2002: 42.94% + 3.2% = 46.14%	45.40%
2002-2003: 46.14% + 3.2% = 49.34%	46.9%
2003-2004: 49.34% + 3.2% = 52.54%	

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.

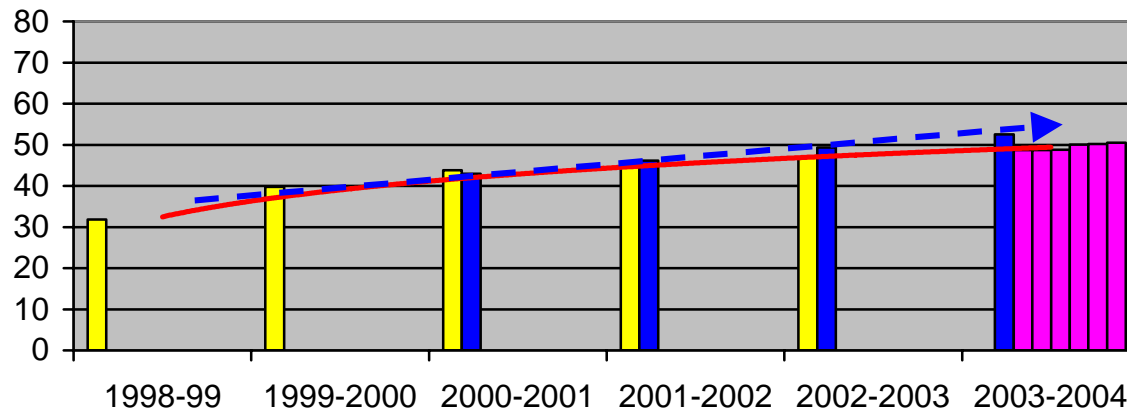


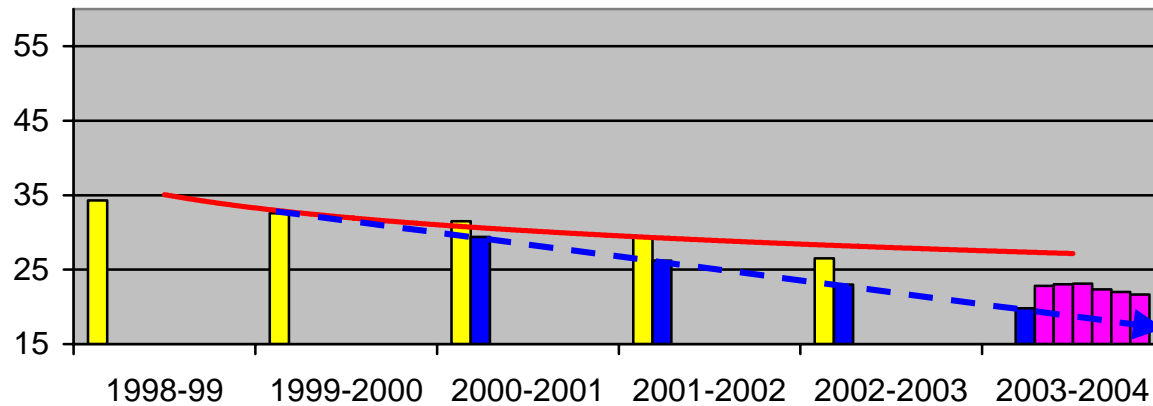
TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Baseline & Targets: Decrease by 10% 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% (set in 2000-2001 school year)

Goal: decrease by 3.2% per year	Actual:
2000-2001: 32.60% - 3.2% = 29.40%	31.49%
2001-2002: 29.40% - 3.2% = 26.20%	29.37%
2002-2003: 26.20% - 3.2% = 23.00%	26.5%
2003-2004: 23.00% - 3.2% = 19.80%	



As a result of the most recent federal monitoring, Louisiana selected five districts (East Baton Rouge, East Carroll, Rapides, Jefferson, and Orleans) to serve as the basis for reporting and evaluating the State's performance and progress on the improvement plan, including progress on LRE/placement issues. Concentrated efforts on increasing the percent of students served in regular education classrooms and decreasing the percent of students served in self-contained classes have been made in these districts. LaSIG (Louisiana's State Improvement Grant) has worked with two of these districts (Jefferson and Orleans) to support improvement efforts, including placement in less restrictive environments. The following graphs illustrate these five districts' progress on this state goal.

TABLE
Part B Annual Performance Report
Status of Program Performance

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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)

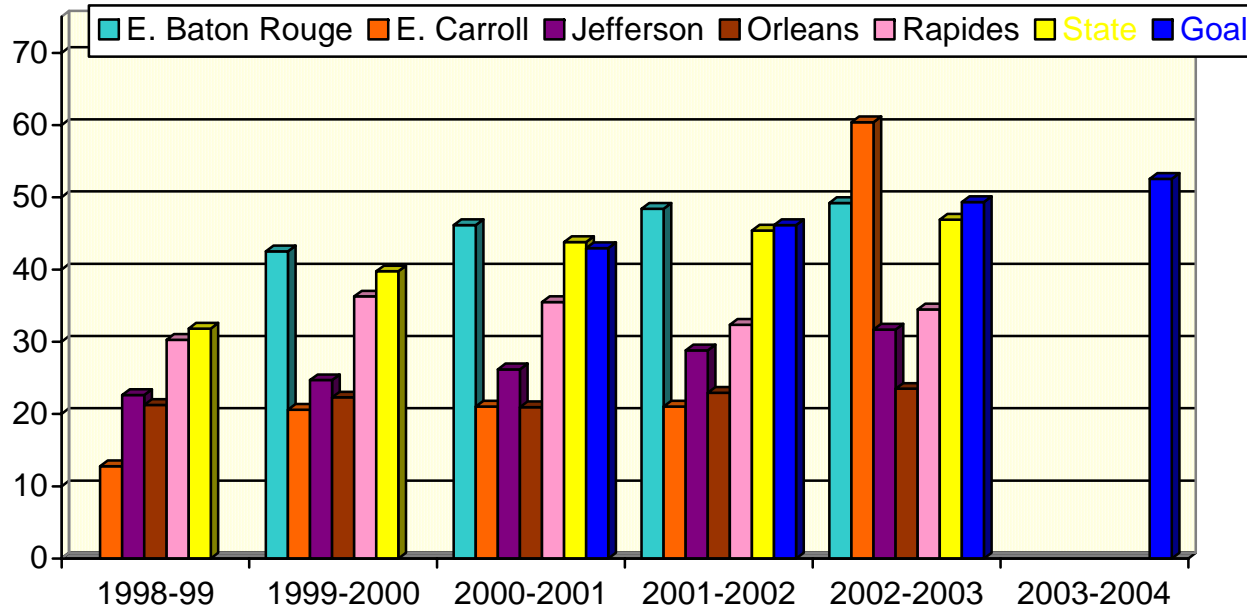


TABLE
Part B Annual Performance Report
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b) Decrease by 10% per year for the next three years the number of students in separate classes (less than 40% of the time in regular classes) (decrease of 3.2% per year)

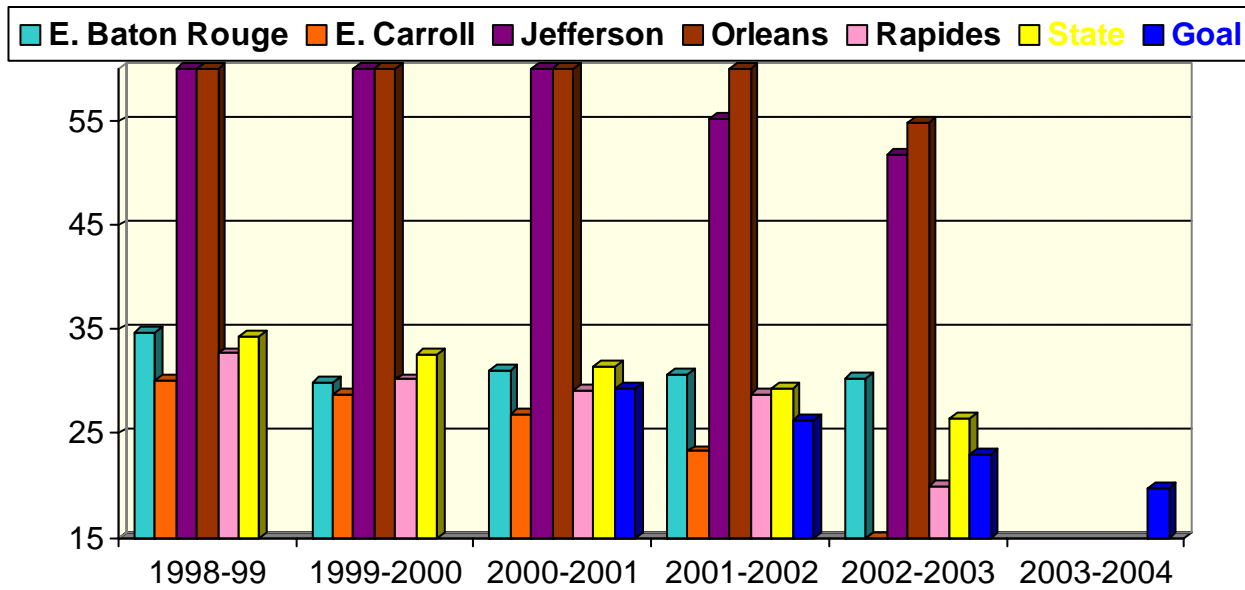


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3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

During the reporting period July 1, 2002 through June 30, 2003, there was a 1.5 increase in the percent of students served in general education classes (as compared with the previous year). Although this is under the goal of 3.2% increase per year, this figure represents a 7.16% increase in placements in general education classes since the baseline was set in school year 2000-2001.

During the reporting period July 1, 2002 through June 30, 2003, there was a 2.87 decrease in the percent of students served in self-contained classes. Although this is .33 below the target reduction of 3.2% over a one-year period, it does reflect progress on this goal. Furthermore, there has been a 6.1% decrease in placement in self-contained classes since the baseline was established in school year 2000-2001.

Louisiana made significant efforts during the reporting period to move towards less restrictive placement for students with disabilities (Refer to the information that follows in the Section *Future Activities to Achieve Projected Targets/Results* for details about related efforts); nonetheless, the state as a whole fell short of the projected targets. One reason may be that general education environments/personnel are not adequately prepared to support the needs of students with disabilities. A second reason may be that the targets that were set were too ambitious; that is, more time may be needed to ensure that personnel are adequately trained to provide services and supports to students with disabilities in inclusive settings.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

Although the state fell short of the projected 3.2% increase per year in the percent of students served in the regular class, the goal of having a 3.2% increase per year remains the same, until the target (52.54%) is reached. Projected targets are as follows:

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

2003 - 2004: 46.9% + 3.2% = 50.1%

2004 - 2005: 50.1% + 3.2% = 53.3%

In that same vein, although the state did not meet the target reduction for the percent of students served in self-contained classes, the goal of having a 3.2% decrease in self-contained placements remains the same. Projected targets are as follows:

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

2003 - 2004: 26.5% - 3.2% = 23.3%

2004 - 2005: 23.3% - 3.2% = 20.1%

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

State Improvement Grant (LaSIG) Support

July 2002-June 2003

The overall design of this project focused on influencing how general education reform initiatives at the state, district, and school building levels address the needs of students with disabilities. This design will help sustain improvements made (e.g., more inclusive practices) after funding of the grant. Seven school districts participated in this reporting period.

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Part B Annual Performance Report
Status of Program Performance

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June 2003-July 2004 and ongoing

Eight districts are serving as LaSIG participants, with plans underway to provide LaSIG support for the remaining three districts (East Baton Rouge, East Carroll, and Rapides) that are serving as the basis for reporting and evaluating the State's performance and progress on the improvement plan. A Memorandum of Understanding between these three districts and the Louisiana Department of Education should be completed by May 1, 2004.

Resources

- Technical support to participating districts through LaSIG Site Liaisons
- Flow-through LaSIG funds to participating districts
- Link to National Institute on Urban School Reform

Strategic Instruction Mode (SIM)

July 2002-June 2003

Professional development was provided statewide throughout the reporting period on SIM Strategies. Both general education and special education teachers were included in this training, thereby enhancing the support available to students with disabilities in general education settings.

June 2003-July 2004 and ongoing

Staff members from the Regional Education Resource Centers (RESC) are being groomed to serve as SIM trainers. The Department has a RESC in each of the eight regions of the state to provide assistance to local school systems. Having SIM trainers in each of these Centers will greatly enhance the capacity of the state to provide professional development on SIM strategies to ever increasing numbers of school personnel.

Resources

- SIM activities are in part supported by LaSIG/linked to LaSIG reform efforts
- LDE staff

Professional Development for Low Incidence Disabilities

July 2002-June 2003

The Division of Special Populations conducted ongoing statewide professional development related to best practices for students with low incidence disabilities in the least restrictive environment. Professional development areas included (but were not limited to) collaboration/teaming, access to the general education curriculum, instructional strategies, communication, positive behavioral support, disability specific support (e.g., autism, hearing impaired) and inclusive practices. The format of professional development included single workshops, extended series workshops, institutes, and follow-up onsite implementation support.

June 2003-July 2004 and ongoing

All of the low incidence disability professional development activities listed above for the 02-03 continue to expand in 03-04.

Resources

- DeafBlind Grant
- General Education Access Guide
- LDE staff
- Collaboration with university personnel

TABLE
Part B Annual Performance Report
Status of Program Performance

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Family Outreach

July 2002-June 2003

Contracts were established with Families Helping Families (FHF) of Louisiana to provide information and support to families of students with disabilities in the educational system. FHF is a network of nine regional family-directed resource centers serving individuals with disabilities and their families throughout Louisiana. These contracts provided funding for parent training (including issues pertaining to LRE), assistance during IEP meetings, etc.

June 2003-July 2004 and ongoing

New contracts were established, with additional funding provided to allow for expanded outreach and support for families of students with disabilities.

Resources

- LDE staff

Technology Support/Utilization

June 2002-July 2003

Professional development on the use of technology and Universal Design for Learning in supporting students with disabilities conducted.

June 2003-July 2004 and ongoing

Professional development activities from the June 2002-2003 period continue and have been expanded upon, with more on-line professional development and course offerings anticipated.

The Louisiana Assistive Technology Initiative includes the establishment of multiple technology centers across the state. These centers will build the capacity of schools to use technology to help students with disabilities access the general curriculum and be included in the full range of programs and services offered in their classrooms and schools. Three have been established, with additional Centers to be funded in 2004-2005.

Resources

- Louisiana Center for Educational Technology
- LDE staff

Positive Behavior Support

June 2003-July 2004 and ongoing

In collaboration with a Department-wide effort, the Division of Special Populations is providing training statewide on school wide positive behavioral support, as well as positive behavioral support strategies for students with the most significant behavioral challenges (refer to

Resources

- Technical support from personnel from the University of South Florida
- LaSIG
- LDE staff

Redesign of Certification Programs

June 2002-July 2003

Work begun on redesigning special education teacher preparation programs.

TABLE
Part B Annual Performance Report
Status of Program Performance

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June 2003-July 2004 and ongoing

The Division of Special Populations is in the process of finalizing plans for a blended general and special education undergraduate certification program in the Mild/Moderate area. This option would better prepare teachers to meet the needs of diverse students in inclusive settings. Other personnel prep programs targeted for redesign include deaf/hearing impaired, blind/visually impaired, and significant disabilities. The Department has also approved funding for the Low Incidence Disabilities Consortium. This Consortium will oversee the development, implementation, and evaluation of a statewide collaborative model for the delivery of personnel preparation and professional development for students with low incidence disabilities, with a focus on best practices in serving students with low incidence disabilities in the least restrictive environment.

Resources

- LaSIG
- LDE staff
- Collaboration with Board of Regents and university personnel

BF.V continued – Children with disabilities, 3-5 years of age, are educated with nondisabled peers to the maximum extent appropriate.

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. *Use Attachments 2 and 3 when completing this cell.*):

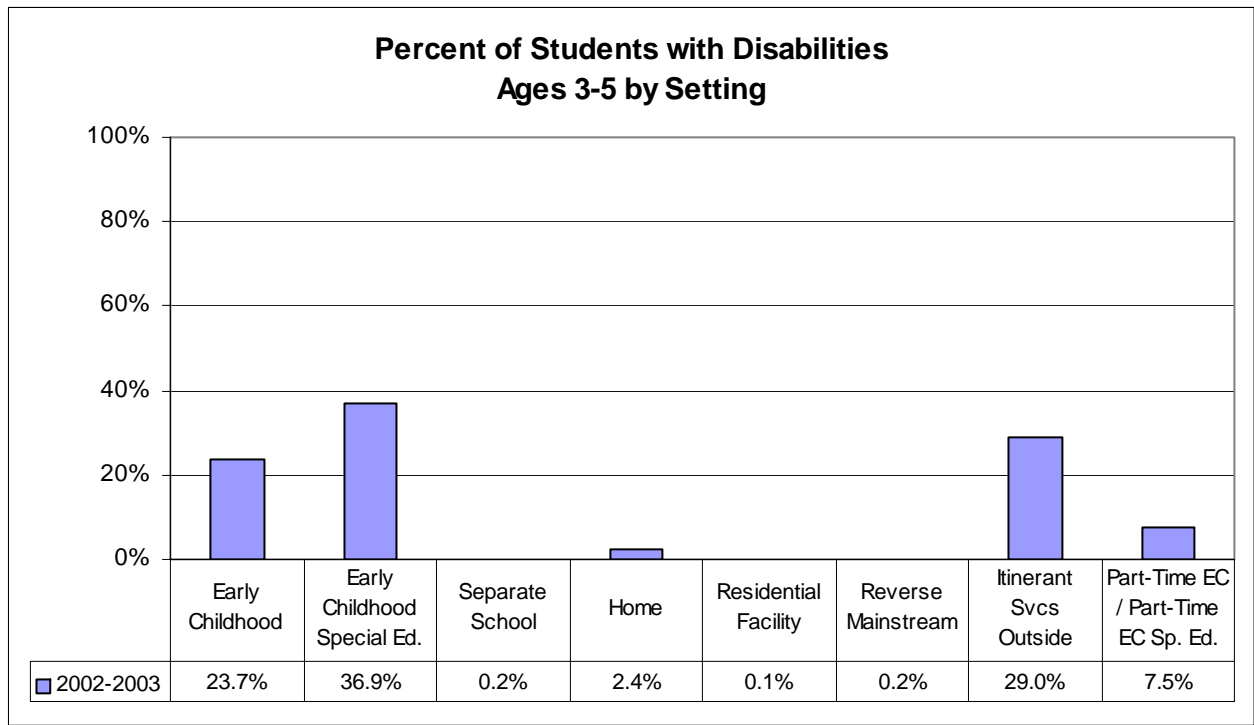
Beginning with the school year 2002-2003, Louisiana Local Education Agencies (LEAs) began reporting the settings for preschool children, ages 3-5 with disabilities and developmental delays in the 8 category settings (Early Childhood (EC) Setting, Early Childhood Special Education (ECSE) Setting, Home, Part time EC/Part-Time ECSE, Residential Facility, Separate School, Itinerant outside the home, and Reverse Mainstream) required by OSEP in Table 3 of PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS. The IEP was amended to include the 8 settings.

Prior to the 2002-2003 school year, LEAs reported preschool children in 7 categories (Home, Regular Class, Self-contained, Special School, Hospital, Speech/Language and Adapted Physical Education) similar to the settings for 6-21 year olds. Data staff used these settings to “walk-over” to the preschool settings required on FAPE Table 3, i.e., Home translated to Table 3 Home; Regular Class translated into Table 3 Early Childhood Settings; Self-contained translated into Table 3 Early Childhood Special Education Setting; Special School translated to Table 3 Special School; Hospital translated into Table 3 Hospital; Speech and Adapted Physical Education translated roughly to Table 3 Itinerate. These settings did not always reflect the true settings as in the case of children in inclusive settings.

For this reason, the 2002-2003 school year is the first year that data is available in the 8 Early Childhood settings available to preschool children with disabilities and developmental delays. (See Chart “Percent of Students, ages 3-5, by Setting”). Louisiana will collect data for three years (2002-03, 2003-04, and 2004-05 school years) before establishing a baseline and yearly targets. During this time, Louisiana will continue intensive training and offer initiatives to ensure FAPE in the LRE for children with disabilities and developmental delays, ages 3-5.

TABLE
Part B Annual Performance Report
Status of Program Performance

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2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Capture of data for 1st year of 3 years to establish baseline for FAPE in the LRE for children with disabilities and developmental delays for children ages 3-5.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Louisiana revised the IEP to include 8 Early Childhood Settings available to children with disabilities and developmental delays, ages 3-5.

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Part B Annual Performance Report
Status of Program Performance

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<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>Capture of data for 2nd year of 3 years to establish baseline for FAPE in the LRE</p>
<p>5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p><u>July 2002- June 2003</u></p> <p>Presented new settings at the Annual Summer Update Conference for Special Education Directors/Supervisors. July 2002;</p> <p>Local Education Agencies (LEAs) began using new IEP settings for reporting on FAPE Table 3;</p> <p>State-wide regional meetings held for training on new Early Childhood Settings. (8 trainings, Fall 2002; 6 trainings, Spring 2003).</p> <p>Preschool Collaboration Grant developed and awarded to 14 of 66 LEAs for the purpose of improving FAPE in the LRE. Grants issued for the time period March 2003 – September 2004.</p> <p><u>July 2003 – June 2004</u></p> <p>State-wide regional meetings held for training on new EARLY Childhood Settings. (8 trainings, Fall 2003; trainings at LEAs on request (13 to be held by June 2004)).</p> <p>Continued monitoring of the 14 LEAs that received the Preschool Collaboration Grant, including monitoring of budget expenditures, use of Early Childhood Environmental Rating Scale (ECERS) in inclusive settings and attendance at collaborative trainings offered in the LEAs.</p> <p>Development of a second Preschool Collaboration Grant aimed at improving FAPE in the LRE for preschool children. Grant to be completed and issued by July 2004.</p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p>

BF.VI Are the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?

<p>1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. <i>Use Attachments 2 and 3 when completing this cell.</i>):</p> <p>Louisiana had collected no data in this area. Options for data collection will need to be investigated and plans for collection will be developed.</p>
<p>2. Targets (for reporting period July 1, 2002 through June 30, 2003):</p> <p>No target established for this performance indicator since it was not identified as an area for data collection.</p>

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):</p> <p>Louisiana has collected no data in this area. Options for data collection will need to be investigated and plans for collection will be developed.</p>
<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>Plan for appropriate data collection that will support analysis of the issues for this indicator.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>Survey other states on data element used June 2004</p> <ul style="list-style-type: none"> • Choose selection of instruments to research June 2004
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>Research Committee</p> <ul style="list-style-type: none"> • Louisiana 619 Coordinator • Early Childhood Special Education Regional Coordinators • Early Childhood Program Coordinator/State • Stakeholders identified and targeted by Committee <p>TA from OSEP and NECTAC</p>

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Cluster Area V: Secondary Transition
Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?
State Goal (for reporting period July 1, 2002 through June 30, 2003): Louisiana will increase the percentage of students with disabilities actively engaged in positive post-school activities.
Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): N/A
1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003): There is no baseline data as Louisiana does not have a statewide post-school collection system in place for students with disabilities.
2. Targets (for reporting period July 1, 2002 through June 30, 2003): There is no baseline data as Louisiana does not have a statewide post-school collection system in place for students with disabilities.
3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): N/A – see #1
4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Louisiana will develop a post-school data collection system that could be implemented in the 2004/05 school year.
5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): a) Research post-school collection systems that other states employ; b) Meet with Louisiana government officials—Department of Education, Labor, Social Services and Health and Hospitals to determine if there is a existing mechanism able to extract required information; c) Meet with statewide transition team to determine items to be included in the post-school survey; d) Get bids on creating/implementing statewide post-school data collection system, including who would manage the collection process, and where the collecting information would be housed e) Implement a post-school data collection system and collect data.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

Based on above activities:

- a) On going
- b) February 2004
- c) March 2004
- d) June 2004
- e) August 2004

Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students. _____%

ATTACHMENT 1
Cluster Area I: General Supervision
Dispute Resolution – Complaints, Mediations, and Due Process Hearings Baseline/Trend Data
(Place explanations to Ia, Ib, and Ic on the Table, Cluster Area I, *General Supervision*, Cell I, *Baseline/Trend Data*)

ATTACHMENT 1
Cluster Area I: General Supervision
Dispute Resolution – Complaints, Mediations, and Due Process Hearings Baseline/Trend Data
 (Place explanations to Ia, Ib, and Ic on the Table, Cluster Area I, *General Supervision*, Cell I, *Baseline/Trend Data*)

Ia: Formal Complaints						
(1) July 1, 2002 - June 30, 2003 (or specify other reporting period: ___/___/___ to ___/___/___)	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Completed/Addressed within Timelines	(7) Number of Complaints Pending as of: <u>02/01/04</u> <i>(enter closing date for dispositions)</i>
TOTALS	79 (inc. oral)	30	36	13	Did not track entire year	0

Ib: Mediations					
(1) July 1, 2002 - June 30, 2003 (or specify alternate period: ___/___/___ to ___/___/___)	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: <u>02/01/04</u> <i>(enter closing date for dispositions)</i>
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
TOTALS	4	9	4	9	

Ic: Due Process Hearings				
(1) July 1, 2002 - June 30, 2003 (or specify alternate period: ___/___/___ to ___/___/___)	(2) Number of Hearing Requests	(3) Number of Hearings Held <i>(fully adjudicated)</i>	(4) Number of Decisions Issued after Timelines and Extension Expired	(5) Number of Hearings Pending as of: <u>02/01/04</u> <i>(enter closing date for dispositions)</i>
TOTALS	40	15	Did not track entire year	0

ATTACHMENT 2

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Disproportionality Baseline/Trend Data

General Instructions for completing Attachment 2.

ROW 1 Enrollment data

Column B (ALL students enrolled in school (State's general student enrollment), regardless of their disability status)

Enter the total number of children enrolled who are in the age range specified.¹ This total should equal the sum of columns C, E, G, I, and K. If the total number of children enrolled is not equal to the sum of these columns, the percentages in columns D, F, H, J, and L will not sum to 100%.

Columns C, E, G, I, K (State's general student enrollment, by race/ethnicity)

Enter the number of children enrolled who are in each racial/ethnic group (for the age range specified).

Columns D, F, H, J, L (percent distribution of race/ethnicity for the State's general student enrollment)

Calculate the percent of the student enrollment that belongs to each racial/ethnic group. The numerator is the number in the racial/ethnic group from columns C, E, G, I, or K and the denominator is the total number enrolled from column B

ROW 2 Child Count/Environments data

Column B (State's IDEA child count)

Enter the total number of children served under IDEA, Part B who are in the age range specified. This total should equal the sum of columns C, E, G, I, and K. If the total number of children served under IDEA is not equal to the sum of these columns, the percentages in columns D, F, H, J, and L will not sum to 100%.

Columns C, E, G, I, K (State's IDEA child count, by race/ethnicity)

Enter the number of children served under IDEA who are in each racial/ethnic group (for the age range specified).

Columns D, F, H, J, L (percent distribution of race/ethnicity for the State's IDEA child count)

Calculate the percent of the IDEA child count that belong to each racial/ethnic group. The numerator is the number in the racial/ethnic group from columns C, E, G, I, or K and the denominator is the total number in the enrollment from column B.

ROW 3 Absolute size of the difference

Columns D, F, H, J, L

For each racial/ethnic group, calculate the difference between the group's percent of child count and the group's percent of enrollment (Row 2 - Row 1).

ROW 4 Relative size of the difference

Columns D, F, H, J, L

For each racial/ethnic group, calculate the size of the difference between the group's percent of child count and the group's percent of enrollment as a proportion of the group's percent of enrollment (Row 3 / Row 1).

An absolute difference that is greater than 0.20 indicates over representation. An absolute difference that is less than -0.20 indicates under representation. Bold all cells with values greater than 0.20 or less than -0.20.

Insert additional row sets (2-4) for each disability category and for each educational environment reported.

¹ The disproportionality task force recommended that, when calculating disproportionality, States use enrollment data rather than population because these data are available at the school and district level. Population data, on the other hand, are often only available at the State level. Because the Office of Special Education Programs recommends that States examine disproportionality at the district level, States should use a denominator that is comparable for all levels of analysis.

ATTACHMENT 2 Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Disproportionality Baseline/Trend Data

R O W	A	B	C	D	E	F	G	H	I	J	K	L
		All Columns C+E+G+I+K	White	Percent White (C/ B)*100 Rows 1 and 2 only	Black	Percent Black (E/ B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G/ B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	Ameri can Indian	Percent American Indian (K/ B)*100 Rows 1 and 2 only
1	ENROLLMENT Ages 6-21	658,091	322,387	48.99%	312,056	47.42%	10,793	1.64%	8,435	1.28%	4,420	0.67%
ALL CHILDREN WITH DISABILITIES, AGES 6-21												
2	All Disabilities	86,887	38,319	44.10%	46,713	53.76%	861	0.99%	393	0.45%	601	0.69%
3	Difference (Row 2 - Row 1)			-4.89		6.34		-0.65		-0.83		0.02
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.10		0.13		-0.040		-0.65		0.03
BY DISABILITY CATEGORY												
2	Specific Learning Disabilities	35372	14198	40.14%	20423	57.74%	355	1.00%	107	0.30%	289	0.82%
3	Difference (Row 2 - Row 1)			-8.85		10.32		-0.64		-0.98		0.15
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.18		0.22		-0.39		-0.77		0.22
2	Mental Disability - Mild	7998	2050	25.63%	5853	73.18%	39	0.49%	26	0.33%	30	0.38%
3	Difference (Row 2 - Row 1)			-23.36		25.76		-1.15		-0.95		-0.29
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.48		0.54		-0.70		-0.74		-0.43
2	Mental Disability - MSD	3321	1220	36.74%	2030	61.13%	30	0.90%	21	0.63%	20	0.60%
3	Difference (Row 2 - Row 1)			-12.25		13.71		-0.74		-0.65		-0.07
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.25		0.29		-0.45		-0.51		-0.10
2	Autism	1484	713	48.05%	722	48.65%	22	1.48%	22	1.48%	5	0.34%
3	Difference (Row 2 - Row 1)			-0.94		1.23		-0.16		0.20		-0.33
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.02		0.03		-0.10		0.16		-0.49
2	Deaf-Blindness	11	8	72.73%	3	27.27%	0	0.00%	0	0.00%	0	0.00%

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Disproportionality Baseline/Trend Data

R O W	A	B	C	D	E	F	G	H	I	J	K	L
		All Columns C+E+G+I+K	White	Percent White (C/ B)*100 Rows 1 and 2 only	Black	Percent Black (E/ B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G/ B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	Ameri can Indian	Percent American Indian (K/ B)*100 Rows 1 and 2 only
3	Difference (Row 2 - Row 1)			23.74		-20.15		-1.64		-0.67		-1.28
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.48		-0.42		-1.00		-1.00		-1.00
2	Emotional Disturbance	5148	1563	30.36%	3509	68.16%	41	0.80%	14	0.27%	21	0.41%
3	Difference (Row 2 - Row 1)			-18.63		20.74		-0.84		-1.01		-0.26
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.38		0.44		-0.51		-0.79		-0.39
2	Developmental Delay	3395	1370	40.35%	1942	57.20%	25	0.74%	11	0.32%	47	1.38%
3	Difference (Row 2 - Row 1)			-8.64		9.78		-0.90		-0.96		0.71
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.18		0.21		-0.55		-0.75		1.06
2	Hearing Impairment	1245	653	52.45%	547	43.94%	23	1.85%	12	0.96%	10	0.80%
3	Difference (Row 2 - Row 1)			3.46		-3.48		0.21		-0.32		0.13
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.07		-0.07		0.13		-0.25		0.19
2	Multiple Disabilities	967	490	50.67%	447	46.23%	20	2.07%	6	0.62%	4	0.41%
3	Difference (Row 2 - Row 1)			1.68		-1.19		0.43		-0.66		-0.26
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.03		-0.03		0.26		-0.52		-0.39
2	Orthopedic Impairment	1346	798	59.29%	516	38.34%	11	0.82%	9	0.67%	12	0.89%
3	Difference (Row 2 - Row 1)			10.30		-9.08		-0.82		-0.61		0.22
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.21		-0.19		-0.50		-0.48		0.33
2	Other Health Impairment	8662	5357	61.84%	3161	36.49%	80	0.92%	23	0.27%	41	0.47%
3	Difference (Row 2 - Row 1)			12.85		-10.93		-0.72		-1.01		-0.20
4	Relative Difference (Row 3/ Row 1)			0.26		-0.23		-0.44		-0.79		-0.30

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Disproportionality Baseline/Trend Data

R O W	A	B	C	D	E	F	G	H	I	J	K	L
		All Columns C+E+G+I+K	White	Percent White (C/ B)*100 Rows 1 and 2 only	Black	Percent Black (E/ B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G/ B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	Ameri can Indian	Percent American Indian (K/ B)*100 Rows 1 and 2 only
	Bold if > 0.20 or < -0.20											
2	Visual Impairment	414	226	54.59%	176	42.51%	5	1.21%	4	0.97%	3	0.72%
3	Difference (Row 2 - Row 1)			5.60		-4.91		-0.43		-0.31		0.05
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.11		-0.10		-0.26		-0.24		0.07
2	Traumatic Brain Injury	287	130	45.30%	151	52.61%	3	1.05%	1	0.35%	2	0.70%
3	Difference (Row 2 - Row 1)			-3.69		5.19		-0.59		-0.93		0.03
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.08		0.11		-0.36		-0.73		0.04
2	Speech/Language Impairment	18230	9725	53.35%	8000	43.88%	239	1.31%	148	0.81%	118	0.65%
3	Difference (Row 2 - Row 1)			4.36		-3.54		-0.33		-0.47		-0.02
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.09		-0.07		-0.20		-0.37		-0.03
BY EDUCATIONAL ENVIRONMENT												
2	Outside Regular Class 21%	39110	20542	52.52%	17560	44.90%	413	1.06%	208	0.53%	387	0.99%
3	Difference (Row 2 - Row 1)			3.53		-2.52		-0.58		-0.75		0.32
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.07		-0.05		-0.36		-0.58		0.48
2	Outside Regular Class 21-60%	21654	8982	41.48%	12294	56.77%	201	0.93%	62	0.29%	115	0.53%
3	Difference (Row 2 - Row 1)			-7.51		9.35		-0.71		-0.99		-0.14
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.15		0.20		-0.43		-0.78		-0.21
2	Outside Regular Class >60%	22839	6728	29.46%	15687	68.69%	244	1.07%	115	0.50%	65	0.28%
3	Difference (Row 2 - Row 1)			-19.53		21.27		-0.57		-0.78		-0.39
4	Relative Difference			-0.40		0.45		-0.35		-0.61		-0.58

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Disproportionality Baseline/Trend Data

R O W	A	B	C	D	E	F	G	H	I	J	K	L
		All Columns C+E+G+I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	Ameri can Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
	(Row 3/ Row 1) Bold if > 0.20 or < -0.20											
2	Special School	905	431	47.62%	452	49.94%	9	0.99%	5	0.55%	8	0.88%
3	Difference (Row 2 - Row 1)			-1.37		2.52		-0.65		-0.73		0.21
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.03		0.05		-0.39		-0.57		0.32
2	Hospital/Homebound	652	339	51.99%	305	46.78%	3	0.46%	1	0.15%	4	0.61%
3	Difference (Row 2 - Row 1)			3.00		-0.64		-1.18		-1.13		-0.06
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.06		-0.01		-0.72		-0.88		-0.08
Insert additional row sets (rows 2-4) for each environment category.												

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Disproportionality Baseline/Trend Data

ATTACHMENT 3
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Report of the Participation and Performance of Students with Disabilities on State
Assessments by Content Area, Grade, and Type of Assessment

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Louisiana

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	9246	59985
5		
6		
7		
8	8440	59517
HIGH SCHOOL (SPECIFY GRADE: ___10___)	4916	47252

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Louisiana

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)*	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)**	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)*	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)**
3						
4	8449	0	0	561	0	0
5						
6						
7						
8	5675	0	0	1524	0	0
HIGH SCHOOL (SPECIFY GRADE: ____10____)	3856	0	0	N/a***	N/a***	N/a***

*** 3A, 4A – Louisiana does not allow changes to the statewide assessment that would invalidate test scores Only approved accommodations are allowed.**

**** 3B, 4B – There were no assessment results that were invalidated.**

*****4 – LAA-B (out-of-level testing) was not offered at the 10th grade.**

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Louisiana

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)*	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)**	PARENTAL EXEMPTIONS (6)***	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3							
4	419	419	0	0	0	7	155
5							
6							
7							
8	641	641	0	0	0	32	392
HIGH SCHOOL (SPECIFY GRADE: ____10____)	191	191	0	0	0	72	1450

* **5B** – The number of students participating in alternate assessment was below the NCLB cap.

****5C** – There were no assessment results that were invalidated.

*****6** – Louisiana does not allow parental exemptions for statewide assessment.

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

¹NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

²Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Louisiana

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT*

GRADE LEVEL	REGULAR ASSESSMENT ¹ (9A)					ALTERNATE ASSESSMENT ² (9B)					NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced		
	Achievement Level ³	Achieve. Level	Achieve. Level	Achieve. Level	Achieve. Level	Achieve. Level	Achieve. Level	Achieve. Level	Achieve. Level	Achieve. Level		
3												
4	3968	2152	2382	439	69	7	173	133	75	31	162	9591
5												
6												
7												
8	5159	1077	899	41	23	9	204	204	143	81	424	8264
HIGH SCHOOL (SPECIFY GRADE: __10__)	2870	376	518	69	23	11	57	53	45	25	1522	5569

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Basic, Mastery, and Advanced

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Louisiana

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	9246	59985
5		
6		
7		
8	8440	59517
HIGH SCHOOL (SPECIFY GRADE: __10____)	4916	47252

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Louisiana

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A) *	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B) **	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE (4A)*	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)**
3						
4	8455	0	0	561	0	0
5						
6						
7						
8	5678	0	0	1524	0	0
HIGH SCHOOL (SPECIFY GRADE: __10__)	3857	0	0	N/a***	N/a***	N/a***

*** 3A, 4A – Louisiana does not allow changes to the statewide assessment that would invalidate test scores Only approved accommodations are allowed.**

**** 3B, 4B – There were no assessment results that were invalidated.**

*****4 – LAA-B (out-of-level testing) was not offered at the 10th grade.**

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Louisiana

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)*	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)**	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3							
4	418	418	0	0	0	6	152
5							
6							
7							
8	642	642	0	0	0	30	387
HIGH SCHOOL (SPECIFY GRADE: ____10____)	192	192	0	0	0	69	1449

*** 5B – The number of students participating in alternate assessment was below the NCLB cap.**
****5C – There were no assessment results that were invalidated.**
*****6 – Louisiana does not allow parental exemptions for statewide assessment.**

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.
¹NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.
²Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Louisiana

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT*

GRADE LEVEL	REGULAR ASSESSMENT ¹ (9A)					ALTERNATE ASSESSMENT ² (9B)					NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced		
	Achievement Level ³	Achieve. Level	Achieve. Level	Achieve. Level	Achieve. Level	Achieve. Level	Achieve. Level	Achieve. Level	Achieve. Level	Achieve. Level		
3												
4	3969	2592	2094	340	21	2	109	136	125	46	158	9592
5												
6												
7												
8	4370	2094	648	87	3	4	135	203	181	119	417	8261
HIGH SCHOOL (SPECIFY GRADE: __10__)	3023	538	268	27	1	8	52	50	50	32	1518	5567

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Basic, Mastery, and Advanced

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section D. If the number of students is not the same, provide and explanation.

