

**REPORT OF PERFORMANCE AND PROGRESS  
RELATED TO THE LOUISIANA STATE  
IMPROVEMENT PLAN  
Part B**

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School Year 2003-2004

## End of Year Report State Improvement Plan

This report summarizes the performance and progress made by the Division of Special Populations (DSP) through state data and five identified LEAs toward meeting the goals set in the State's Continuous Improvement Plan. It also provides an update of the State Improvement Plan Profile and five District Improvement Plan Profiles. The current report is for the period from July 1, 2003 through June 30, 2004.

It summarizes activities undertaken and completed and includes performance reports from the state and LEAs using December 1 federally reported data and for LRE monthly LANSER reports of data. There are four sections to this report.

Section 1 reports the performance and progress statewide on the eight goals. Section 2 shows performance and progress at the state level for the desired results that are areas expected to have a positive impact on the state meeting the targets set for the eight goals. Section 3 reports on the performance of the districts relative to the desired results in each districts' improvement plan. Section 4 compares the performance of the five districts to the state goal targets and performance.

### SECTION 1: STATE GOALS – Statewide Performance and Progress

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

**Baseline:** 15.25%

**Goal:** increase of 2.4% per year

**Actual:**

2000-2001: 15.25% + 2.4% = 17.65%

16.7%

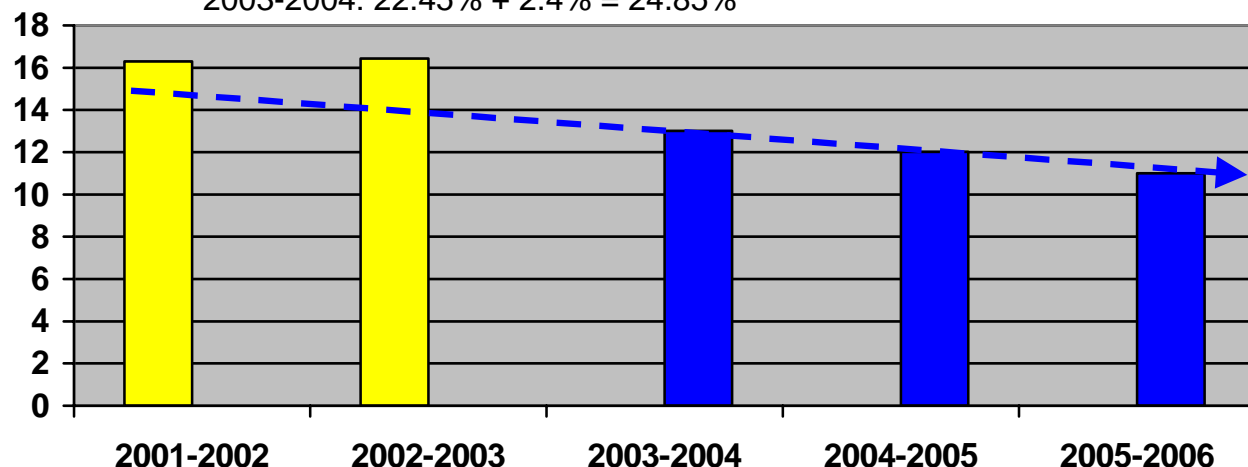
2001-2002: 17.65% + 2.4% = 20.05%

21.0%

2002-2003: 20.05% + 2.4% = 22.45%

22.6%

2003-2004: 22.45% + 2.4% = 24.85%



Diploma graduation rate has continued to increase. The target level set for 2002-2003 was 22.45%; the actual performance was 22.6%. Based on past performance, it is expected that while diploma rate will increase, the target set for 2003-2004 may not be reached.

**Priority Goal 2:**

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

**Baseline:** 39.74%

**Goal:** increase of 3.2% per year

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

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

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

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

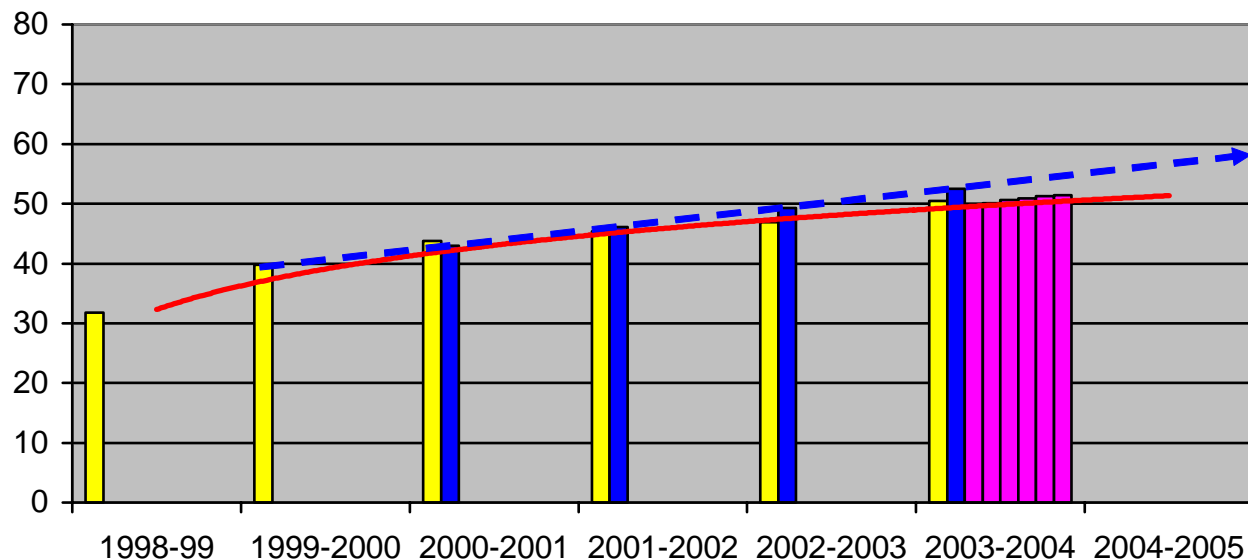
**Actual (as of Dec. 1):**

43.81%

45.40%

46.9%

50.49% (calculated)



There has been an increase in the percent of students with disabilities in "regular settings." The 2003-2004 target was 52.54%; the statewide average as of the December 1 LANSER generated report was calculated as 50.49% and as of June 1, 2004 it was 51.46%

Examining the data over the last four years shows an increase of more than 125% in the students with disabilities served in "regular settings" from baseline compared with the 132% increase projected.

**Priority Goal 2:**

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

**Baseline:** 32.60%

**Goal:** decrease by 3.2% per year

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

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

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

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

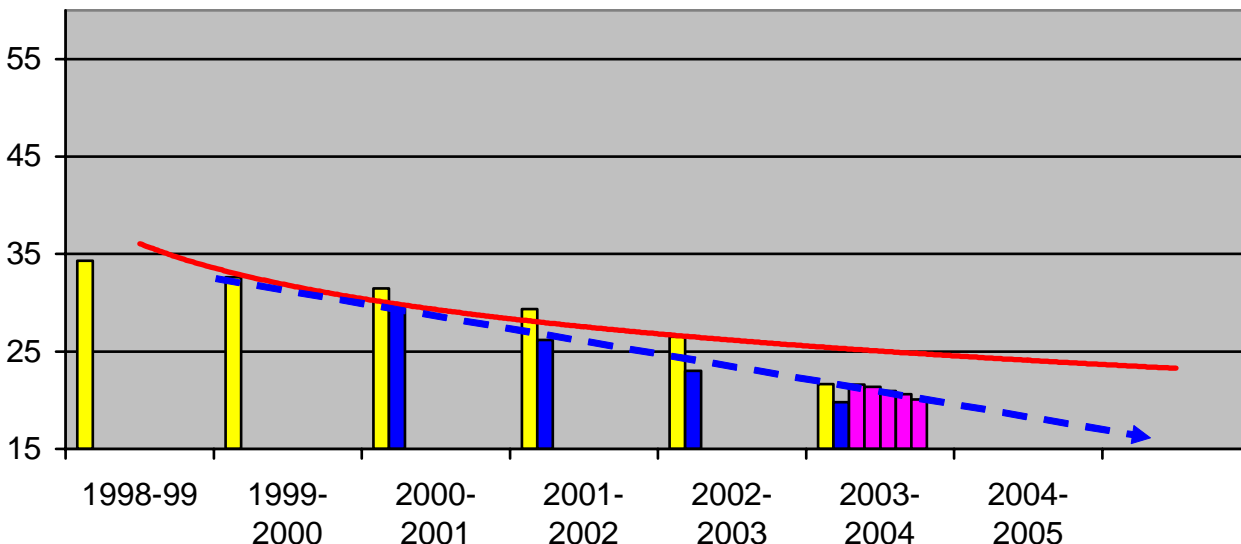
**Actual:**

31.49%

29.37%

26.5%

21.68%



There has been a decrease in the percent of students with disabilities in separate classes. The 2003-2004 target was 19.80%; the statewide average as of the December 1 LANSER generated report was calculated as 21.678% and as of June 1, 2004 it was 19.90%.

The target performance was to decrease – in five years - the number of students in separate classes to about 39.25% of baseline. Actual performance indicates the decrease was approximately 33% as of December 2003 and it was 39% as of June 1, 2004.

Although the June 2004 data seem to indicate the State is meeting the target set, based on previous performance as of December 1 indicates there continues to be a gap between target and performance.

**NOTE:** Data for all sections of Goal 3 will not be available until Fall of 2004.

**Priority Goal 3: Participation**

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

**Baseline:** 77.07%

**Goal:** increase by 2.3% per year

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

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

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

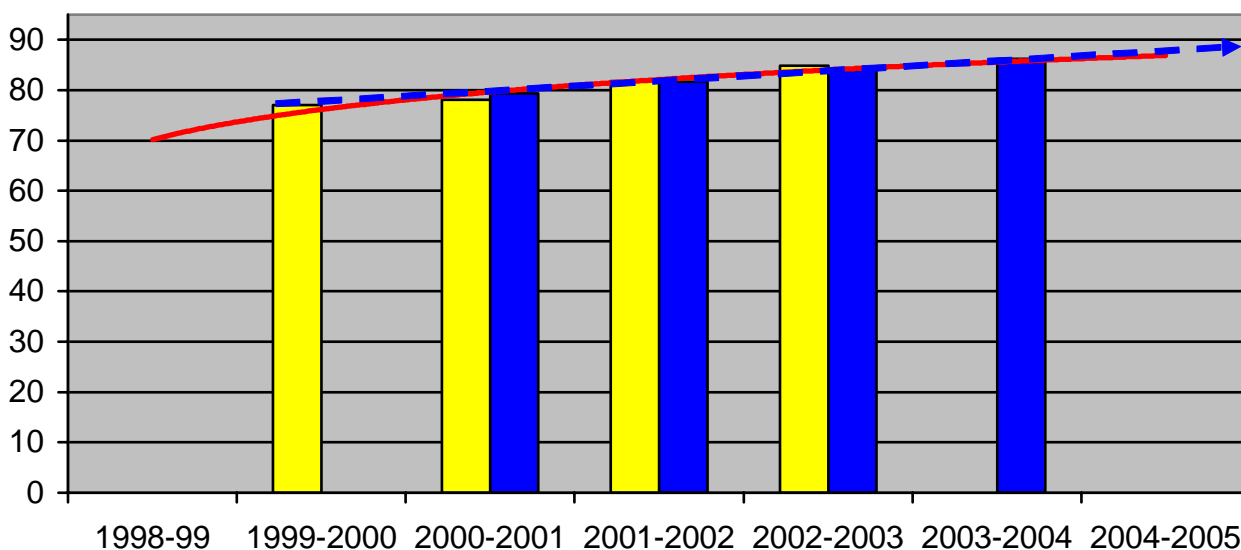
2003-2004: 83.97% + 2.3% = 86.27%

**Actual:**

78.09%

81.82%

84.89%



Participation of students with disabilities in on-level statewide assessments is increasing at a rate slightly greater than projected.

An examination of participation rates (SY2002-2003) disaggregated by grade and areas of English/Language Arts and math, however, indicates that eighth grade participation rates are approximately 20 percentage points lower than overall participation and 35 percentage points lower than fourth grade participation.

Based on past performance and the requirements of NCLB, it is expected that the SY2003-2004 target will be met.

**Priority Goal 3: Student Performance – 4<sup>th</sup> grade**

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

**Baseline:** 45.15%

**Goal:** increase by 1.4% per year

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

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

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

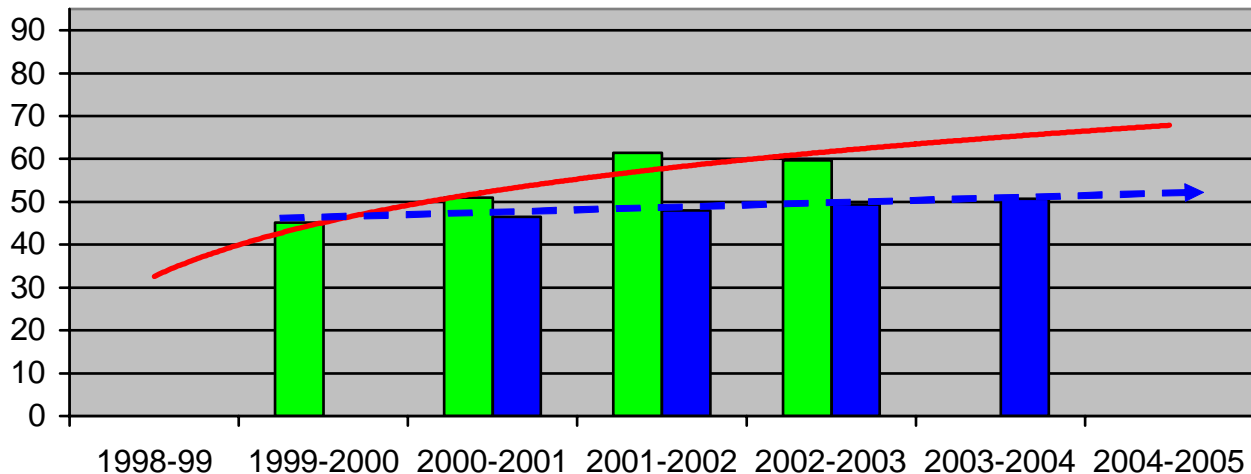
2003-2004: 49.35% + 1.4% = 50.75%

**Actual:**

50.93%

61.43%

59.66%



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

**Baseline:** 40.33%

**Goal:** increase by 1.2% per year

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

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

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

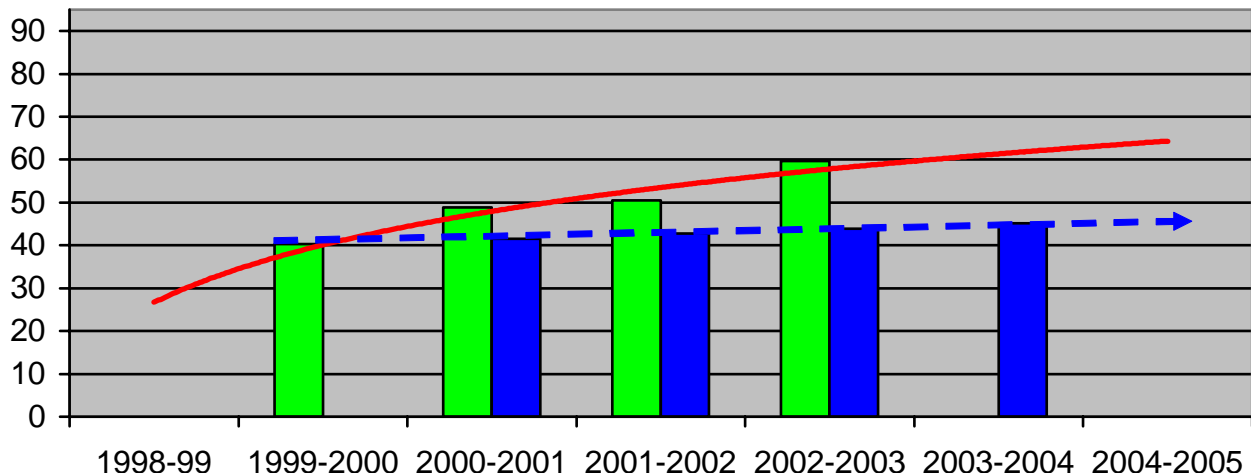
2003-2004: 43.93% + 1.2% = 45.13%

**Actual:**

48.83%

50.51%

59.70%



Pass rate performance of students with disabilities in fourth grade on the statewide assessment (LEAP) exceeded the target set for English/Language Arts and for math tests for the third consecutive year. For English/Language Arts the SY2002-2003 performance exceeded the target by about 10 points; for math performance exceeded the target by about 15 points.

Based on the data for the past four years the trend indicates the goal targets as currently written could be expected to be met or exceeded. The one extenuating circumstance to consider is that changes have been made in the tests to add rigor. Given this change in the test, it is difficult to use past performance to accurately predict future performance.

**Priority Goal 3: Student Performance – 8<sup>th</sup> grade**

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

**Baseline:** 48.50%

**Goal:** increase by 1.4% per year

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

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

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

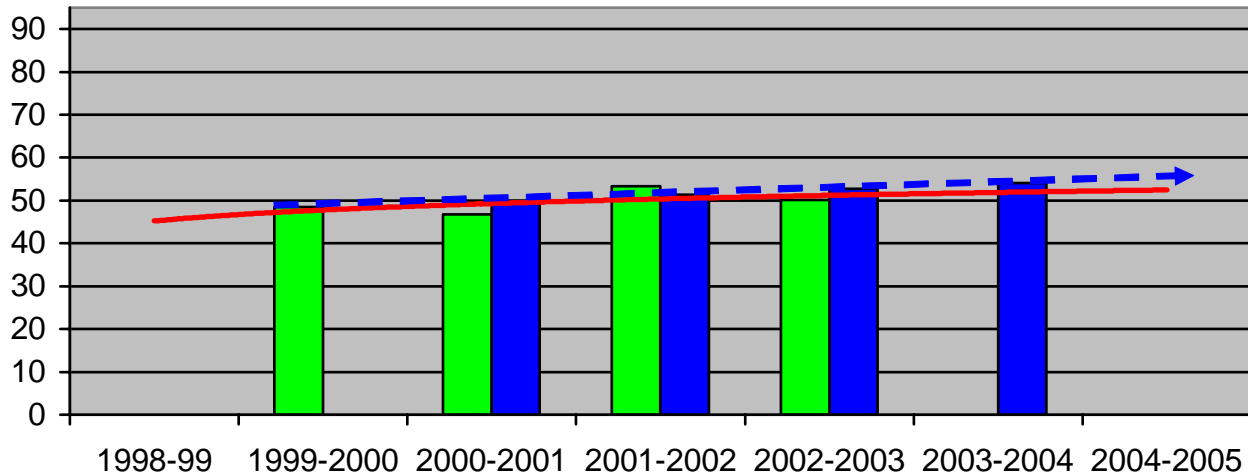
2003-2004: 52.70% + 1.4% = 54.10%

**Actual:**

46.72%

53.35%

50.09%



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

**Baseline:** 26.97%

**Goal:** increase by 0.8% per year

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

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

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

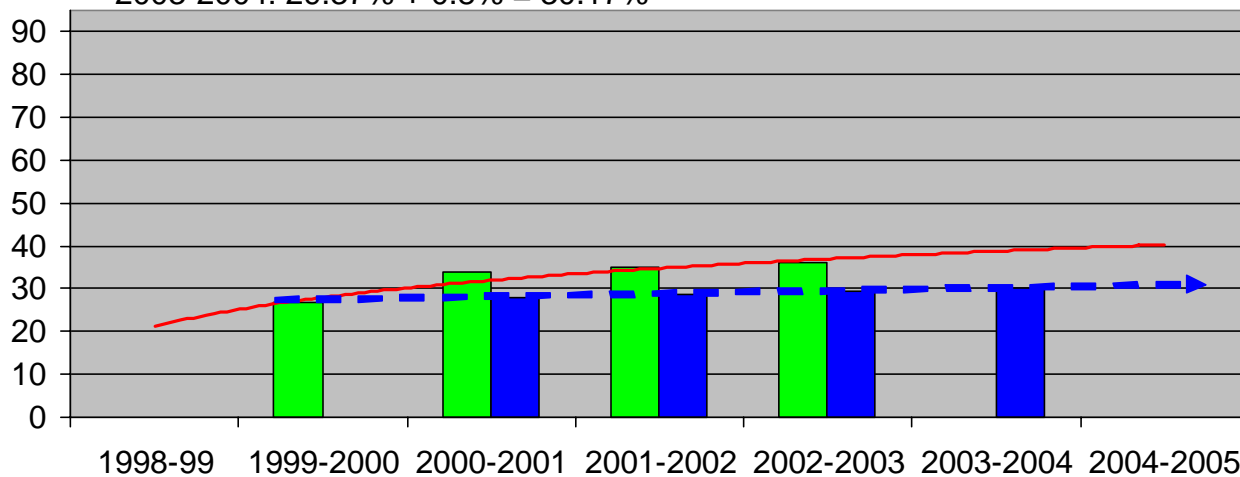
2003-2004: 29.37% + 0.8% = 30.17%

**Actual:**

33.83%

34.89%

36.13%



Performance of students with disabilities in eighth grade on the statewide assessment (LEAP) was slightly below the target set for the English/Language Arts test for SY2002-2003, although greater than projected for SY2001-2002. Performance of students with disabilities in eighth grade on the statewide assessment (LEAP) exceeded the target set for the math test for the third consecutive year. The performance has exceeded the math target by about 6 points.

Based on the data for the past four years the trend indicates the goal targets as currently written could be expected to be met or exceeded. The one extenuating circumstance to consider is that changes have been made in the tests to add rigor. Given this change in the tests, it is difficult to use past performance to accurately predict future performance.

## SECTION 2: DESIRED RESULTS PERFORMANCE REPORT

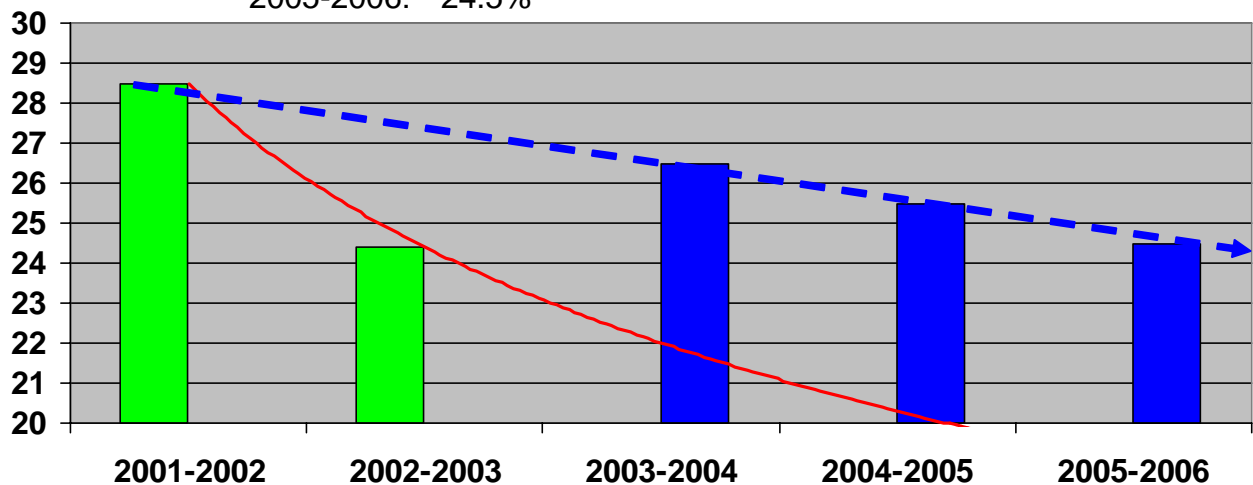
Desired Results are indicators of performance expected to assist the state in meeting the goals.

**NOTE:** Data for Desired Results 1 & 2 will not be available until Fall of 2004.

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

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

<b>Baseline:</b>	28.5%	<b>Actual:</b>	
	<b>2002-2003:</b>		24.4%
<b>Targets:</b>	2003-2004: 26.5%		
	2004-2005: 25.5%		
	2005-2006: 24.5%		



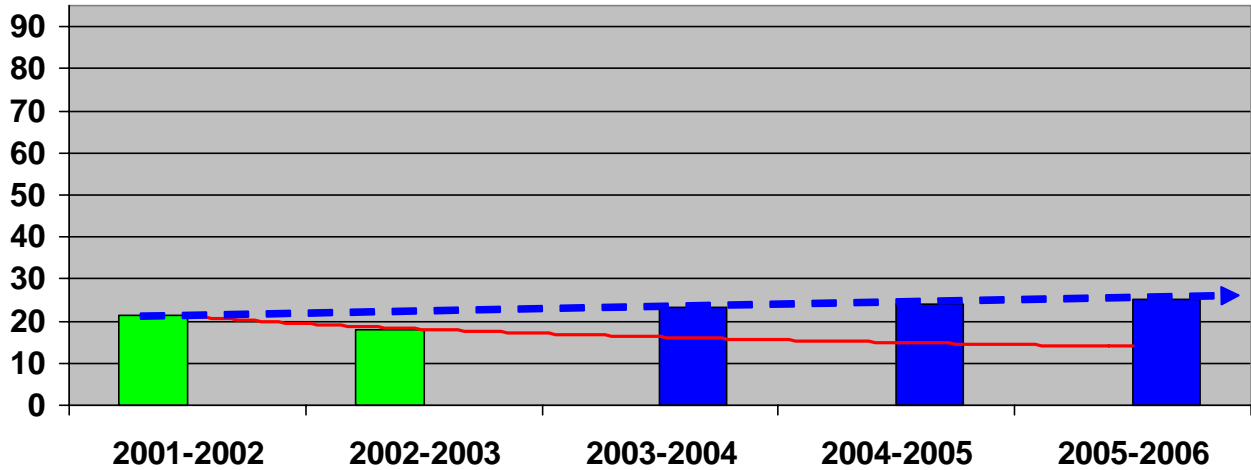
The baseline is 28.5% (2001-2002).

Performance for 2002-2003 was 24.4%. This is below the first target which is set for the 2003-2004 school year. Performance is in the direction intended.

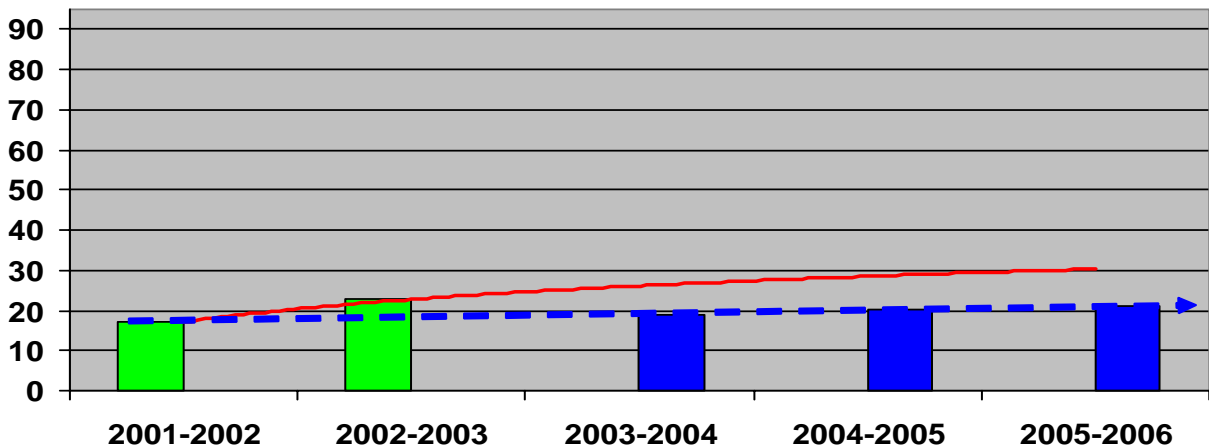
It is important to note that the federal definition of dropout has change to include the group of students that were coded as "moved, not known to be continuing." This may affect the reporting of results if the new definition is adopted.

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

<b>ELA Baseline:</b>	21.18%	<b>Actual:</b>	
	<b>2002-2003:</b>		18.06%
<b>Targets:</b>	2003-2004:	23.18%	
	2004-2005:	24.18%	
	2005-2006:	25.18%	



<b>Math baseline:</b>	17.06%	<b>Actual:</b>	
	<b>2002-2003:</b>		22.78%
<b>Targets:</b>	2003-2004:	19.06%	
	2004-2005:	20.06%	
	2005-2006:	21.06%	



The baseline is 21.18% (2001-2002) for **English/Language Arts**; performance for 2002-2003 was 18.06%. This is below the first target which is set for 2003-2004 school year and indicates a decrease in the proficiency rate.

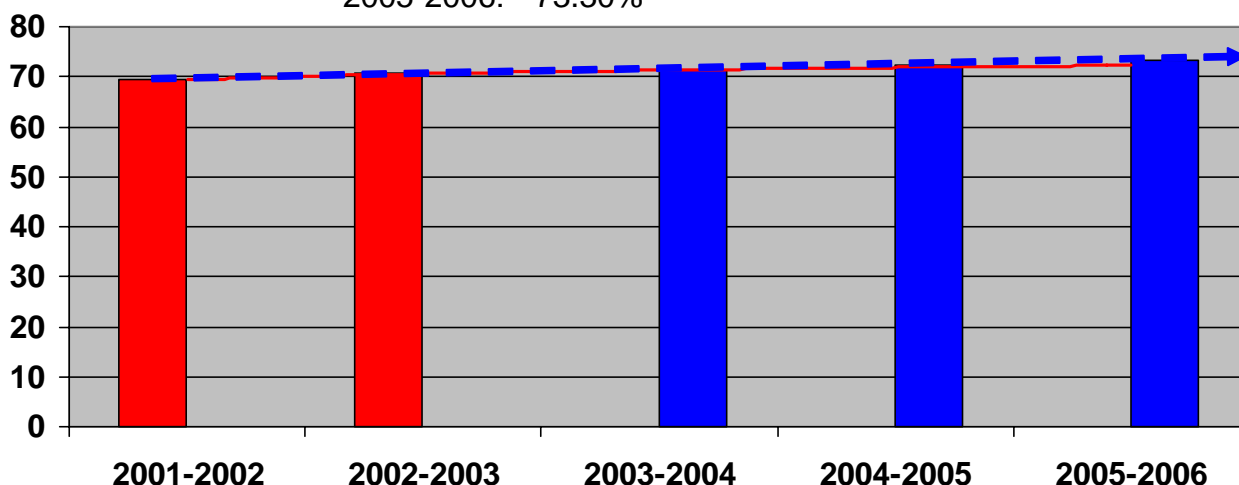
The baseline is 17.06% (2001-2002) for **math**; performance for 2002-2003 was 22.78%. This is above the target which is set for 2003-2004 and indicates progress in the direction intended.

**NOTE:** Data for Desired Results 1 will not be available until Fall of 2004.

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

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

	<b>Baseline:</b>	69.30%	<b>Actual:</b>	70.57%
<b>Targets:</b>	<b>2002-2003:</b>	71.30%		
	2003-2004:	71.30%		
	2004-2005:	72.30%		
	2005-2006:	73.30%		



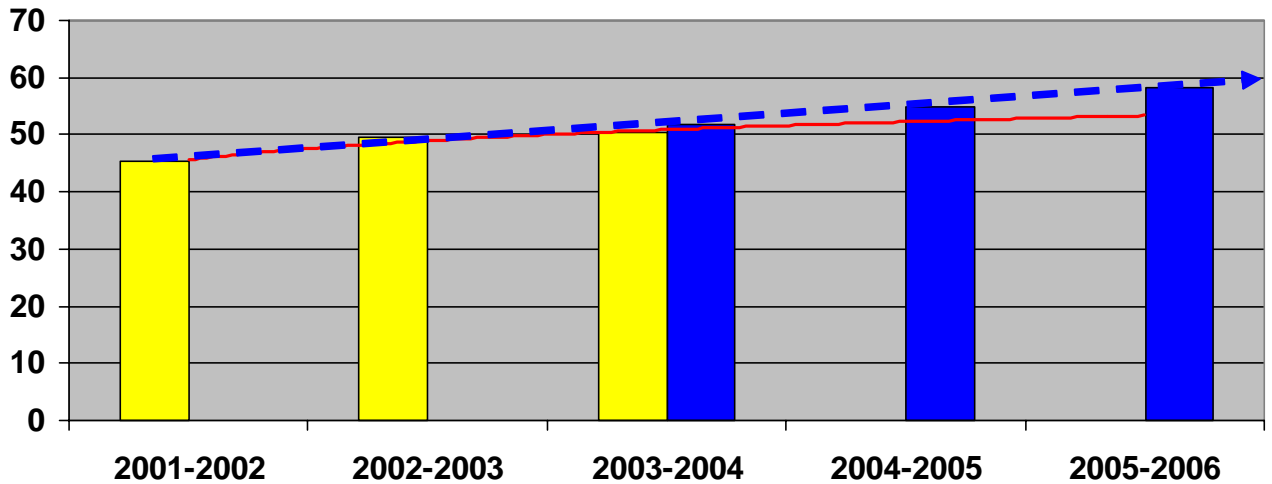
The baseline is 69.30% (SY2001-2002); performance for 2002-2003 was 70.57%. Based on this performance it is possible that the target set for SY2003-2004 (71.30%) for certified special education teachers could be reached.

The second Desired Result - to reduce the percent of students with disabilities in separate classes who are Black had a baseline of 18.42% (SY2001-2002). Based on guidance and instruction by OSEP this result –as written - has been deleted from the State’s plan of improvement.

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

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

	<b>Baseline:</b>	45.4% (12/01/01)*	<b>Actual:</b>	
	<b>2002-2003:</b>		46.9%	
<b>Targets:</b>	2003-2004:	51.8%	50.49%	
	2004-2005:	55.0%		
	2005-2006:	58.2%		



The above Desired Result mirrors Goal 2 a. See Section 1, item 2.

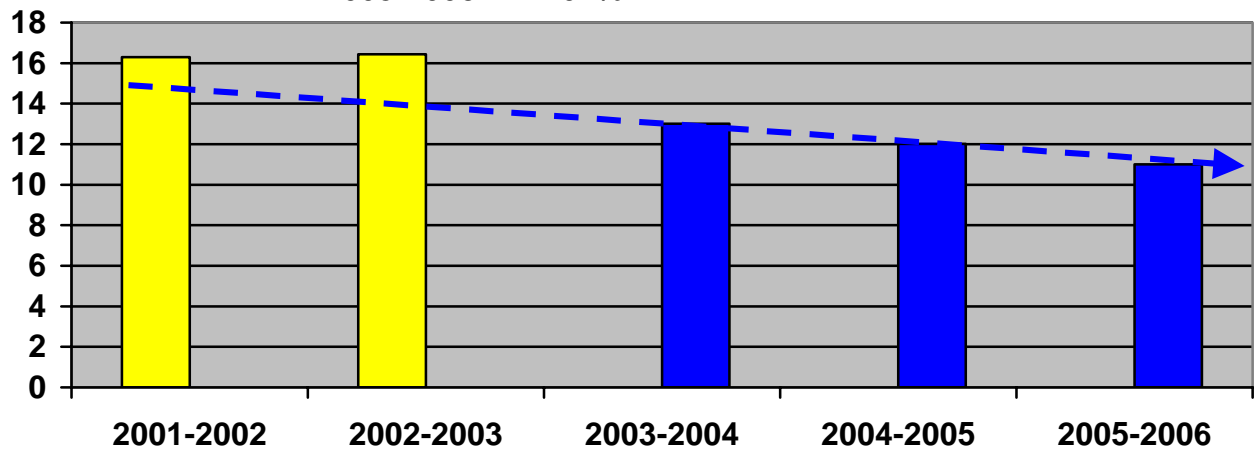
Based on the data for the last two years, it appears that performance is in the direction projected and intended.

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

**NOTE:** Data for Desired Results 2 will not be available until Fall of 2004.

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

	<b>Baseline:</b>	15.01%	<b>Actual:</b>	
	<b>2002-2003:</b>		16.44%	
<b>Targets:</b>	2003-2004:	13.01%		
	2004-2005:	12.01%		
	2005-2006:	11.01%		



The baseline is 15.01% (SY2001-2002).

The percent of students with disabilities suspended out of school during the SY2002-2003 school year was 16.44%. This shows an increase from baseline and almost 3.5 points above the target for 2003-2004.