

PERFORMANCE PROFILE

School System: RSD-Miller-McCoy Academy for Math and Business
Total Public Population: >=520

School Year: 2011-2012

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2012) addresses reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link:
<http://www.louisianabelieves.com/academics/students-with-disabilities>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.2%	12.7%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2011-12 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	29.3%	NR	50.0%	71.4%	NR
Dropping Out of High School – Indicator 2 ^c					
Dropping Out of High School	37.4%	n/a	16.7%		
Exiting Special Education ^d					
High School Diploma GED/Skills Options Certificate of Achievement Dropped Out	Special Ed.				
	State	Local			
	24.6%	>=80%			
	7.4%	<5%			
	13.1%	<5%			
	29.7%	>=5%			
Statewide Assessment ^e					
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA Participated in La. Alternate Assessment 2 (grades 4-11) - ELA Participated in On-Level Assessment (grades 3-11) - ELA Participated in La. Alternate Assessment 1 (grades 3-11) – Math Participated in La. Alternate Assessment 2 (grades 4-11) – Math Participated in On-Level Assessment (grades 3-11) - Math Proficient LEAP 4 th grade ELA Proficient LEAP 4 th grade Math Proficient LEAP 8 th grade ELA Proficient LEAP 8 th grade Math	Special Ed.			Regular Ed.	
	State	Local		State	Local
	7.8%	<5%		n/a	
	24.0%	>=40%		>95%	>95%
	66.8%	51.1%		n/a	
	7.7%	<5%		>95%	>95%
	23.7%	>=40%		78.2%	n/a
	67.2%	51.1%		75.8%	n/a
	48.5%	n/a		70.7%	62.8%
	52.8%	n/a		65.7%	60.5%
		28.5%		50.0%	
	33.4%	>95%			

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA				
	Special Ed.		2011-12 State Target	Regular Ed.		Special Ed.		2011-12 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	n/a	98.8%	>95%	n/a	>95%	n/a	98.8%	>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	92.9%		>95%	>95%	>95%	92.9%		>95%	>95%
7 th grade	>95%	86.7%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types)										
3 rd grade	45.6%	n/a	65.2%	75.2%	n/a	39.4%	n/a	68.4%	72.7%	n/a
4 th grade	47.2%	n/a		75.7%	n/a	44.7%	n/a		78.1%	n/a
5 th grade	42.6%	20.0%		71.7%	27.5%	40.3%	20.0%		72.2%	35.0%
6 th grade	37.9%	38.5%		72.0%	51.3%	36.5%	46.2%		71.2%	50.7%
7 th grade	37.3%	38.5%		71.3%	56.2%	34.7%	26.7%		70.8%	56.7%
8 th grade	27.9%	62.5%		65.5%	60.5%	30.0%	75.0%		70.5%	62.8%
10 th grade	24.0%	<5%		64.5%	28.0%	27.9%	<5%		68.8%	33.3%

Discipline Percents^f

	Special Ed. (ages 3-21)			Regular Ed. (grades K-12)	
	State	Local		State	Local
Suspensions In-School	9.8%	15.6%		10.0%	<5%
Suspensions Out-of-School & Alternate Site	13.2%	19.5%		10.8%	<5%
Expulsions In-School	<5%	<5%		<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%		<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5^h

	Special Ed.		2011-12 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=90%	62.5%
Inside Regular Class 79-40% of day	21.3%	>=5%	
Inside Regular Class less than 40% of day	13.9%	<5%	12.5%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	1.8%

Educational Environment (Ages 3-5) – Indicator 6^h

	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	20.2%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	47.2%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	16.4%	<5%
Separate Class	<5%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	5.1%	<5%
Home and receiving majority of services at other location	5.8%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	n/a

Separate class, separate school, or residential facility	<5%	n/a
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	Special Ed.		2011-12 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7 ^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	70.5%	n/a	63.5%
Acquisition and use of knowledge and skills	71.2%	n/a	63.5%
Appropriate behaviors to meet needs	75.0%	n/a	71.0%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	63.9%	n/a	68.0%
Acquisition and use of knowledge and skills	55.5%	n/a	58.0%
Appropriate behaviors to meet needs	69.0%	n/a	74.5%
Parental Involvement – Indicator 8 ^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	34.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		*	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		no	
Evaluation Timelines – Indicator 11 ^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12 ^m , 13 ^k , 14 ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	>99%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	76.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	24.8%	n/a	25.7%
Enrolled in higher education or competitively employed within one year of leaving high school	68.1%	n/a	55.7%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	85.9%	n/a	74.0%
Extended School Year Services (ESYS) ^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	88.5%	n/a	
Highly Qualified Personnel ^p			
Ages 3 to 5	98.4%	n/a	
Ages 6 to 21	95.7%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 1, 2012, SIS membership count.

^a February 1, 2012, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2010-11 cohort graduation rate

^c June 30, 2011, IDEA exit count

^d June 30, 2012, IDEA exit count

^e Assessment data from Spring 2012 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2011-12 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.
^g 2010-11 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

^h Oct. 3, 2011, IDEA Data Tables (excluding nonpublic)

ⁱ 2011-2012 Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2011-12 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2011-12 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/11 to 6/30/12)

^m SER, Part C Transition Report (7/1/11 to 6/30/12)

ⁿ SER, Post School Transition Report (2011-2012 School Year)

^o 2010-11 SER data; Summer 2011

^p October 3, 2011 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2011-12 school year.

** Counts too small (less than 10) to evaluate disproportionality.

NR Not reported

U Survey data are not reportable, due to low response number.

State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – number of students with disabilities aged 14-21 exiting special education by dropping out, divided by the number of students with disabilities aged 14-21 exiting high school.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianabelieves.com/docs/accountability/2011-12-district-ayp-report.xls?sfvrsn=2>
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations and alternate assessment against grade level and alternate achievement standards (grades 3-10) divided by the number of children with IEPs tested in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions.
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Attending separate special education class, separate school, or residential facility.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. **Enrolled in higher education within one year of leaving high school**
 - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
 - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**