

Louisiana Annual Performance Report – Part B **July 1, 2010 – June 30, 2011**

Under the
Individuals with Disabilities
Educational Improvement Act of 2004

John White
State Superintendent of Education
February 1, 2012

State Board of Elementary and Secondary Education

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Part B State Annual Performance Report (APR) for 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

1. **Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

Louisiana’s Measurement: As required by the No Child Left behind Act of 2001, Louisiana calculates the graduation rate based on a cohort of students beginning in 2007. A cohort of students is all students who entered 9th grade for the first time in the State of Louisiana in a given year. Students who graduate with a high school diploma in four years are considered cohort graduates. Students who complete high school in less than four years are included in the cohort in the year in which they started 9th grade.

FFY	Measurable and Rigorous Target
2010	40.67%

Actual Target Data for FFY 2010:

The percent of all youth with IEPs graduating from high school with a regular diploma was 30.3% (1,642 of 5,411 students). Louisiana did not meet its target for this indicator. Louisiana is reporting the graduation cohort data for 2008-09. This calculation of cohort data is the same data used for reporting to the Department under Title 1 of the Elementary and Secondary Act and reported in the Consolidated State Performance Report (CSPR).

In order to graduate with a regular high school diploma, students in Louisiana must successfully complete the required number of Carnegie units and pass three of the four portions of the Graduation Exit Exam (GEE) or LEAP Alternate Assessment Level 2 (LAA2), or successfully pass the required End-of-Course Tests. End-of-Course (EOC) testing was recommended by the College and Career Readiness Commission (formerly known as the High School Redesign Commission) to ensure consistent and rigorous instruction and academic expectations throughout Louisiana high schools. EOC exams are administered to students upon completion of core subjects and are designed to measure whether students have mastered the required knowledge, skills, and abilities at the End-of-Courses. The content of the assessments is based on Grade Level Expectations (GLEs) and is aligned to the state’s Comprehensive Curriculum.

Louisiana implemented End-of-Course Testing in the 2007-2008 school year; however, the EOC became a part of Louisiana’s high stakes testing for the first time in the 2010-2011 school year. End-of-Course tests are given to high school students in the following subjects: Algebra I, English II, Geometry, Biology, English III, and American History. There are four scoring categories for the EOC: Excellent, Good, Fair, and Needs Improvement. Students are required to score Fair or above on the EOC English II **or** English III, Algebra I **or** Geometry, and Biology **or** American History to be eligible for a high school diploma. Students with disabilities who have passed two of the three required EOC assessments and have exhausted all opportunities at the end of their senior year may request to have the third EOC test waived by the State Superintendent of Education if the Louisiana Department of Education determines the student’s disability significantly impacts his or her ability to pass the EOC exam.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

Louisiana continues to implement a multitude of programs and initiatives to increase graduation rates and lower dropout rates. The state has expanded on improvement activities reported in 2009-2010 by targeting districts’ dropout prevention efforts. The state’s Office of College and Career Readiness (CCR) and the Superintendents Delivery Unit (SDU) have worked collaboratively to analyze, monitor, and assist districts in reaching the state’s targeted 80% graduation rate by 2014. During the 2010-2011 school year, there were 52 schools that fell below the targeted 80% graduation rate, which placed them in the *High Priority High Schools* category. These schools were required to develop a detailed dropout prevention plan based on their data. As a result, from 2010 to 2011 Louisiana’s *High Priority High Schools* averaged a 4.4 point gain compared to the statewide average gain of 2.8 points; ten schools logged double-digit growth (ten percentage points or more); and 35 schools, or 67.3 percent of the group, improved their graduation rates, compared to 62.5 percent of the state’s schools overall.

Improvement Activity 1.2	Timelines	Resources
Implement the Graduation Exit Exam (GEE) Waiver Policy for students with disabilities beginning with 2005-06 seniors. This new policy will allow more students with disabilities to graduate by granting the waiver of one Graduation Exit Exam when the student’s disability significantly interferes with the ability to pass the test, provided all other graduation criteria are met. <ul style="list-style-type: none"> • Continue GEE waiver process and review annually to ensure successful outcomes for students 	FFY 2006 – FFY 2013	Louisiana Department of Education: Division of NCLB & IDEA Support
<p>Discussion: In the 2010-2011 school year, 170 students applied for waivers and 116 (68%) waivers were approved. The GEE waiver process continues to provide students with disabilities an opportunity to earn a standard high school diploma.</p>		
Improvement Activity 1.3	Timelines	Resources
Monitor the implementation of the LAA 2 alternate pathway to a high school diploma to determine how many students with disabilities benefit from this alternate pathway to the standard high school diploma.	FFY 2009-2013	LDOE staff
<p>The Board of Elementary and Secondary Education (BESE) approved the implementation of the LEAP Alternative Assessment (LAA2) in 2008-2009. This allowed students with disabilities an alternative pathway to a high school diploma. The alternative pathway also allows for an LAA2 waiver for students who are able to</p>		

pass all but one of the required components. During the 2010-2011 school year, 120 LAA2 waiver applications were submitted and 84 (70%) waivers were approved.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

Improvement Activity 1.1 Revised	Timelines	Resources
<p>The Office of College and Career Readiness will disseminate current information on new initiatives and graduation pathways to Local Education Agencies, family information centers and related stakeholders.</p> <ul style="list-style-type: none"> • The College and Career Readiness Commission and workgroups will recommend actions to the state to address the needs of students with disabilities, including academic remediation, dropout prevention, and high school diploma obtainment. • The state will disseminate recommendations from the Commission to Local Education Agencies and related stakeholders throughout each academic year through the Department of Education website. <p>See Indicator 2 for related improvement activities.</p>	<p>2011- 2013</p>	<p>LDOE</p> <p>Governor’s Office</p> <p>College and Career Readiness Commission</p> <p>Louisiana’s Promise</p> <p>Education’s Next Horizon</p>
<p>Discussion: This activity was revised to reflect the new name of the High School Resign Commission and to promote effective communication of new initiatives and graduation requirements to LEAs, students, families and related stakeholders. As a result of Act 163 of the 2011 Regular Session of the Louisiana Legislature, the High School Redesign Commission has been renamed the College and Career Readiness Commission. While the purpose of the Commission is unchanged, there are changes to the Commission’s membership. Select professional organizations and groups will have a reduced number of representatives serving on the Commission for 2011-12. New additions to the Commission include a current high school teacher of the year, high school principal of the year and a high school senior.</p>		

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

2. **Indicator 2:** Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

<p>Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.</p>

<p>Louisiana’s Measurement: Louisiana uses the National Center for Educational Statistics “event rate” definition of dropout. A dropout is an individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a State or district approved education program; and (4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school or State or district approved educational program (including correctional or health facility programs; b) temporary absence due to suspension or school-excused illness; or c) death.</p>
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FFY	Measurable and Rigorous Target
2010	18.6%

Actual Target Data for 2010:

The percent of all youth with IEPs who dropped out of high school during the 2009-10 school year was 6.0% (1,914 of 31,984 students). Louisiana met its target for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010

Louisiana continues to implement a multitude of programs and initiatives to increase graduation rates and lower dropout rates. The state has expanded on improvement activities reported in 2009-2010 by targeting districts’ dropout prevention efforts. The state’s Office of College and Career Readiness (CCR) and the Superintendents Delivery Unit (SDU) have worked collaboratively to analyze, monitor, and assist districts in reaching the state’s targeted 80% graduation rate by 2014. During the 2010-2011 school year, there were 52 schools that fell below the targeted 80% graduation rate, which placed them in the *High Priority High Schools* category. These schools were required to develop a detailed dropout prevention plan based on their data. As a result, from 2010 to 2011, Louisiana’s *High Priority High Schools* averaged a 4.4 point gain, compared to the statewide average gain of 2.8 points; ten schools logged double-digit growth

(ten percentage points or more); and, 35 schools, or 67.3 percent of the group, improved their graduation rates, compared to 62.5 percent of the state’s schools overall.

Improvement Activity 2.1	Timelines	Resources
Monitor the implementation of the regional dropout prevention summits.	Complete	LDOE Staff: High School Redesign Education’s Next Horizon America’s Promise Business/Community Leaders/Students/Parents

Discussion: In October 2008, Education’s Next Horizon launched Louisiana’s Promise, a statewide dropout prevention initiative that’s assists local school districts in their efforts to achieve the graduation rate of 80% by the 2013-2014 school year. The dropout initiative included regional dropout prevention summits and culminated with a best practices study on dropout prevention. The longitudinal study examined high schools that maintained a cohort graduation rate of at least 80 percent while increasing the graduation rate by at least 10 percentage points from 2005-2009. Based on 2009-2010 data, 36 high schools met the criteria and participated in the study. These schools were deemed “80/10 schools.” The study identified the characteristics and commonalities of the schools and identified best practices that assisted the schools in increasing graduation rates, which included: 1) creating rigorous coursework and curriculum, 2) the addition of higher level coursework, 3) increased use of school data to modify instruction and curriculum, and 4) use of benchmark and assessments. In addition, the study found that credit recovery also contributed significantly to increased graduation rates. The full report can be found at <http://ednexthorizon.org/pdf/PromiseFulfilledWebVersion.pdf>

This activity has been completed and will be revised to reflect a new activity.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010

Improvement Activity 2.4	Timelines	Resources
The Office of College and Career Readiness will monitor the effectiveness of statewide dropout prevention programs. More specifically, CCR will examine the performance of specific subgroups, including students with disabilities.	FFY 2010-ongoing	LDOE Staff Office of College and Career

<ul style="list-style-type: none"> • The state will monitor the implementation of the Connections dropout prevention program • The state will monitor the implementation of Project Employ • The state will monitor implementation of Jobs for Americas Graduates • The state will monitor implementation of JAG Aim HIGH 		Readiness Superintendent's Delivery Unit
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Discussion: Activity 2.1 was revised to reflect the multiple dropout prevention programs implemented across the state.

During the 2010-2011 school year, the Board of Elementary and Secondary Education approved the *Connections Process* which took the place of the state's Pre-GED Options program. The Connections process is a one-year process for overage 8th grade students to receive targeted instruction and accelerated remediation aimed at helping them attain a high school (HS) diploma, GED®, or State-approved Skills Certificate. HS and GED students can also work towards Industry-Based Certification (IBC). The State-Approved Skills Certificates replace the state's Locally Designed Skills Certificates. The SASC were developed with assistance from local business and industry partners to reflect the competencies needed for specific jobs. There are twenty-six state-approved certificates available and each certificate corresponds with an Industry-Based certificate. Districts that want to develop additional certificates must submit an application and document support from a local business. This process ensures that students who exit with a state-approved skills certificate are prepared for the job market. The Connections process is for both general education and special education students and includes small class sizes, individualized instruction, supportive mentor relationships and special education and related services for students with disabilities (SWDs). During the 2010-2011 school year, nine districts piloted the Connections process and the Office of College and Career Readiness hosted a teacher training in June 2011 to update districts on the implications of the *Connections Process* on current policies and practices at the school level.

Louisiana developed an additional dropout prevention program specifically for middle school students with disabilities based on the Jobs For America's Graduate (JAG) Program. *The JAG AIM High! Middle School Program's* primary goals are to improve the positive perceptions of students with disabilities for themselves as persons and students, and to assist them in their successful transition into high school. Primary objectives are to stay in school through graduation and be placed in an entry-level job leading to a career and/or pursue a postsecondary education. There are three (3) major goals of a *JAG AIM High! Middle School Program*, which include: 1) Students will stay in school and transition into high school; 2) Students will improve their academic performance, school behavior, attendance, participation, and self-esteem; and 3) Students will improve their skills in leading and being an effective member of a team. There were 11 LEAs that were selected to implement the program beginning in the 2011-2012 school year.

Additionally, at-risk students in Louisiana are able to participate in the Jobs for America's Graduates (JAG) program and Project Educational Mission to Employ Louisiana Youth (Project Employ), which both continue to deliver a successful set of services for at-risk students by helping them earn a high school diploma or GED. During the 2010-2011 school year, 610 students in the JAG program graduated with a high school diploma. In addition, there were 84 students in the Project Employ program who obtained a GED.

Improvement Activity 2.5	Timelines	Resources
<p>The Office of College and Career Readiness will assist high priority schools with data collection and analysis of at-risk student data specifically for special education students.</p> <p>See related activities improvement Indicators 13.</p>	<p>FFY 2010-2012</p>	<p>LDOE staff</p> <p>College and Career Readiness</p> <p>Data Management</p>

Discussion

This improvement activity was revised to accurately reflect the state’s efforts to assist school level administration in using data to provide targeted support to at-risk students.

The Office of College and Career Readiness (CCR) has eight regional teams that provide professional development to LEAs and assist high priority schools with the development of Dropout Prevention Action plans for districts falling below the 80% graduation rate. During the 2010-2011 school year, districts were required to provide quarterly updates on dropout prevention-related data, including 1) attendance, 2) behavior, and 3) course failures. Schools were able to report on effective school wide initiatives and identify areas of weakness to its regional team members. Additionally, staff from CCR was able to assist districts with analyzing subgroup data related to students with disabilities. As a result of this assistance, selected schools were able to identify their overage special education population, the course failure rate for special education students and suspension and /or expulsion rates for special education students. By examining special education subgroup performance, the state was able to provide technical assistance in the areas of differentiated instruction, transition services planning, and response to intervention. Statewide professional development was provided at the College and Career Readiness summit held in the spring of 2011. It should be noted that the CCR office sought school-based and state-level professionals to provide training to school staff at the summit. Offering peer based training allowed school staff to hear best practices from others in the field that had a proven record of dropout and annual graduation rate improvement.

Improvement Activity 2.6	Timelines	Resources
<p>The Office of College and Career Readiness will provide professional development related to dropout prevention for LEAs on an annual basis.</p> <p>The Office of College and Career Readiness will monitor the submission of districts’ dropout out prevention plan</p>	<p>FFY 2011-ongoing</p>	<p>LDOE Staff</p> <p>College and Career Readiness</p> <p>Literacy and Numeracy</p> <p>STEM</p>

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meets the State’s AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. AYP percent = [(# of districts with a disability subgroup that meets the State’s minimum “n” size that meets the State’s AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = ((# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

Targets and Actual Target Data for FFY 2010

FFY 2010	Measurable and Rigorous Targets									
	Districts Meeting AYP for Disability Subgroup (3A)		Participation for Students with IEPs (3B)				Proficiency for Students with IEPs (3C)			
Targets for FFY 2010 (2010-2011)	85.0%		Reading 98.75%		Math 98.8%		Reading 65.2%		Math 68.4%	
Actual Target Data for FFY 2010 (2010-2011)	#	%	#	%	#	%	#	%	#	%
	20	50%	41,188	99.4	41,329	99.3	14,568	35.4	15,303	37.0

Actual Target Data for FFY 2010 (2010-2011) Actual Data for Math Participation

Statewide Assessment 2008-2009		Math Assessment								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	Total	
									#	%
a	Children with IEPs	6,251	8,057	6,083	5,667	5,666	5,609	3,996	41,329	
b	IEPs in regular assessment with no accommodations	666	0	368	330	330	1	0	1,695	4.1
c	IEPs in regular assessment with accommodations	5,149	5,738	3,713	3,497	3,303	2,899	1,884	26,183	63.4
d	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0
e	IEPs in alternate assessment against modified standards	0	1,819	1,502	1,401	1,561	2,154	1,521	9,958	24.1
f	IEPs in alternate assessment against alternate standards	417	470	475	409	426	504	505	3,206	7.8
g	Overall (b+c+d+e) Baseline	6,232	8,027	6,058	5,637	5,620	5,558	3,910	41,042	99.3
Children included in row a, but not included in the other counts above*										
	Account for any children with IEPs that were not participants in the narrative.	19	30	25	30	46	51	86	287	0.7

Actual Data for Reading Participation:

Statewide Assessment 2008-2009		Reading Assessment								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	Total	
									#	%
a	Children with IEPs	6,252	8,054	6,086	5,667	5,664	5,610	3,855	41,188	
b	IEPs in regular assessment with no accommodations	666	0	367	330	332	1	0	1696	4.1
c	IEPs in regular assessment with accommodations	5,148	5,711	3,699	3,488	3,303	2,926	1,890	26,165	63.5
d	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0
e	IEPs in alternate assessment against modified standards	0	1,846	1,518	1,410	1,561	2,128	1,379	9,842	23.9
f	IEPs in alternate assessment against alternate standards	420	471	480	410	426	507	507	3,221	7.8
g	Overall (b+c+d+e) Baseline	6,234	8,028	6,064	5,638	5,622	5,562	3,776	40,924	99.4
Children included in row a, but not included in the other counts above*										
	Account for any children with IEPs that were not participants in the narrative.	18	26	22	29	42	48	79	264	0.6

Actual Data for Math Performance: # and % of students with IEPs that scored proficient or higher

Statewide Assessment 2007-2008		Math Assessment Performance							Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	#	%
a	Children with IEPs	6,251	8,057	6,083	5,667	5,666	5,609	3,996	41,329	
b	IEPs in regular assessment with no accommodations	394	0	208	169	155	0	0	926	2.2

c	IEPs in regular assessment with accommodations	2,087	2,866	1,662	1,439	1,178	894	688	10,814	26.2
d	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0
e	IEPs in alternate assessment against modified standards	0	465	357	250	375	278	103	1,828	4.4
f	IEPs in alternate assessment against alternate standards	209	296	271	254	210	272	243	1,735	4.2
g	Overall (b+c+d+e) Baseline	2,690	3,607	2,498	2,112	1,918	1,444	1,034	15,303	37.0

Actual Data for Reading Performance: # and % of students with IEPs that scored proficient or higher

	Statewide Assessment 2007-2008	Reading Assessment Performance							Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	#	%
a	Children with IEPs	6,252	8,054	6,086	5,667	5,664	5,610	3,855	41,188	
b	IEPs in regular assessment with no accommodations	366	0	208	163	148	0	0	885	2.1
c	IEPs in regular assessment with accommodations	1,856	2,607	1,392	1,176	1,087	780	389	9,287	22.5
d	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0
e	IEPs in alternate assessment against modified standards	0	358	435	305	469	563	407	2,537	6.2
f	IEPs in alternate assessment against alternate standards	230	287	256	226	242	303	315	1,859	4.5
g	Overall (b+c+d+e) Baseline	2,452	3,252	2,291	1,870	1,946	1,646	1,111	14,568	35.4

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010

Overview of Issue/Description of System or Process:

There are five types of assessments for Louisiana students: Louisiana Educational Assessment Program/Graduation Exit Examination (LEAP/GEE), integrated Louisiana Educational Assessment Program (*i*LEAP), End-of-Course (EOC) Tests, LEAP Alternate Assessment, Level 1 (LAA 1), and LEAP Alternate Assessment, Level 2 (LAA 2):

LEAP is a criterion-referenced testing (CRT) program that is directly aligned with the State content standards, which by law are as rigorous as those of NAEP. The LEAP measures how well students in grades four and eight have mastered the State content standards. The Graduate Exit Exam (**GEE**) initially is administered at grades 10 and 11, with students taking the English Language Arts test and the Mathematics test at grade 10 and the Science test and the Social Studies test at grade 11. There are five achievement levels: Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory. A student must score at Basic or above to be considered proficient.

All ***i*LEAP** tests are aligned to Louisiana's Grade-Level Expectations (GLEs). The *i*LEAP tests material in English Language Arts, Mathematics, Science, and Social Studies at grades 3, 5, 6, and 7. Student performance on the CRT components of the *i*LEAP is reported in accordance with the same five achievement levels as LEAP (i.e., Mastery, Advanced, Basic, Approaching Basic, and Unsatisfactory). A student must score at Basic or above to be considered proficient.

LEAP Alternate Assessment, Level 2 (LAA 2) is a criterion-referenced assessment, which is based on *modified* academic achievement standards, that allows students with persistent academic disabilities who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning. LAA 2 is administered in grades 4 through 8, 10 and 11. Grade 3 students are not eligible for LAA 2; they will participate in *i*LEAP or LAA 1. There are four levels of achievement: Basic, Approaching Basic, Foundational, and Pre-Foundational. A student must score at Approaching Basic or above to be considered proficient.

LEAP Alternate Assessment, Level 1 (LAA 1) measures the performance of students with significant cognitive disabilities in grades 3 through 8, 10 and 11 who do not participate in general statewide assessments or the LAA 2. LAA 1 is a standardized, performance-based assessment that measures the Extended Standards, which are extensions of the Louisiana content standards, in three areas: English Language Arts, mathematics, and science. Students assessed using LAA 1 receive one of the following three achievement level ratings: Exceeds Standard, Meets Standard, and Working Toward Standard. Students who score at the Exceeds Standard or Meets Standard level are considered proficient.

End-of-Course (EOC) tests measure whether students have mastered the knowledge, skills, and abilities at the End-of-Courses. The content of the assessments is based on Grade-Level Expectations (GLEs). In 2010-2011, only English II, Algebra I, Geometry, and Biology were administered EOC tests. There are four achievement levels students can score on the End-of-Course exams: *Excellent*, *Good*, *Fair*, and *Needs Improvement*. A student must score at Good or above to be considered proficient.

Reporting for students with disabilities can be found at:

- Reports for the LEAP/GEE assessments can be found at <http://www.louisianaschools.net/lde/uploads/19140.pdf> and http://www.louisianaschools.net/topics/leap_gee_annual_report.html
- Reports for the iLEAP assessment can be found at <http://www.louisianaschools.net/lde/uploads/19139.pdf> and <http://www.louisianaschools.net/lde/uploads/18487.pdf>
- Reports for the EOC assessment can be found at http://www.louisianaschools.net/data/eoc_subgroup_reports.html
- Reports for the LAA 1 assessment can be found at <http://www.louisianaschools.net/topics/laa1.html>
- Reports for the LAA 2 assessment can be found at <http://www.louisianaschools.net/topics/laa2.html>

Note: The Louisiana Department of Education, in order to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g, does not publicly report the participation and performance of students with disabilities at the school level. However, information on the participation and performance of students with disabilities at the state and district level can be found at the links above.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

Louisiana did not meet its target for Indicator 3A, the percent of the districts with a disability group that meet the State’s minimum “n” size that met the State’s AYP targets for the disability subgroup. 20 of 40 districts (50%) have a disability subgroup that met the State’s AYP targets. The State has shown slippage from FFY 2009, when 64.7% of the districts met AYP for the disability subgroup.

Louisiana did meet the target for Indicator 3B, the participation rate for children with IEPs. 99.4 % of the children with IEPs participated in the reading/ELA assessment; 99.3% of children with IEPs participated in the math assessment. These data have changed only slightly from the previous year, and represent a very high participation rate on statewide assessments for students with disabilities.

Louisiana did not meet the target for Indicator 3C, proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. 35.4% of children with IEPs enrolled for a full academic year scored proficient on the reading/ELA assessment; 37.0% of children with IEPs who were enrolled for a full academic year scored proficient on the math assessment. This represents a slight improvement from FFY 2009 in ELA, and a slight decrease in achievement in math.

Improvement Activity 3.1	Timelines	Resources
B) A cross-department team led by the Office of Literacy from the LDOE, in collaboration with stakeholders (e.g., Institutions of Higher Education (IHEs), families), will plan for coherent dissemination, implementation, and sustainability of Response to Intervention (RtI). This plan will include integration with already existing models of intervention/instruction, (e.g., Reading First, Positive Behavioral Interventions and Supports [PBIS], Strategic Instruction Model [SIM], Learning Initiative	FFY 2005 – FFY 2011	General Education Access Guide Access Center Center for Teacher Quality (CTQ) SIM Professional

<p>Networking Communities for Success [LINCS], significant disability literacy initiative).</p>		<p>Developers</p> <p>National web seminars</p> <p>Validated Practices professional development sites</p> <p>Louisiana Statewide Improvement Grant (LaSIG) district/school sites</p> <p>Professional development sites (e.g., Reading First, RtI, PBS, LINCS, IHE professional development site schools)</p>
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Discussion

1)The Louisiana Response to Intervention (RTI) Task Force, formed in October 2009, met and drafted the Louisiana RTI Implementation Plan, which was approved by BESE at the June 2010 meeting. Professional Development for the RTI plan took place regionally, as well as several state conferences. A Needs Assessment Survey was conducted; 90% of LEAs responded to the survey. The results of the survey guided LDOE’s technical assistance (TA) plan. The National Center on RTI (NCRTI) will partner with designated districts to begin the TA plan in the 2011-12 school year. A system of RTI regional and district coordinators was established and a quarterly meeting schedule was proposed. The state RTI plan can be found at: <http://www.doe.state.la.us/lde/uploads/17077.pdf>. Plans for a statewide RTI conference were made for June 2010. All sessions from this conference, including 20 hours of video, are housed on the Access Guide under the “**Resources Tab.**”

2) The Strategic Instruction Model (SIM™) state leadership team proposed a three-year project to LDOE administrators which would utilize SIM™ Learning Strategies (LS) and Content Enhancement Routines (CER) to build local capacity for improved adolescent literacy instruction in middle and high schools. The request for applications for a grant called “SIM in Support of Adolescent Literacy” was delayed until fall 2010. Fifteen districts applied for the grant in December 2010, and three schools were selected: a middle and high school feeder system and a self contained PreK-12 school. Orientation was held in January 2010; funding was approved in February 2010, and professional development plans for each system were made based on local data studies during the spring 2010. The 10th SIM Summer Institute was held in June 2010 and was limited to staff from the three project sites and current Louisiana SIM-certified Professional Developers. Participants were presented an overview of the three-year project and outlined responsibilities of the school faculties, LDOE staff, SIM Professional Developers, and the project consultant. Participants selected training in four of five SIM offerings: four Content Enhancement Routines and one SIM Learning Strategy.

Additionally, the Strategic Instruction Model (SIM) state leadership facilitated state meetings for LA SIM-certified Professional Developers in December 2010, and in March and June 2011. Professional development opportunities in the SIM LS and CER were delivered during the Louisiana CEC Super Conference and upon request from individual districts.

3) A National consultant and the Access Guide State Leadership Team for Significant Disabilities continued the development and refinement of materials for literacy program improvement for students with significant disabilities. All resources are housed on the [Access Guide](#) website. The literacy efforts included professional development (webinars) and on-site technical assistance around the topics of “alternate pencils” literacy assessment for students with significant disabilities, video/photo exemplars of literacy instruction specific to this population. (See improvement activity 5.3 for additional discussion)

4) The Louisiana Positive Behavioral Interventions and Supports (PBIS) initiative continues to be one of the largest statewide efforts. Louisiana remains one of the few states that have systematically attempted the large scale implementation of positive behavioral support in its schools. The Louisiana Department of Education ended its training contract with LSU effective June 30, 2010; however, it continues to ensure that direct supervisory authority is exerted over the effort through its direct management of the eight regional consortiums that replaced the LSU-led PBIS coalitions. In fact, the Department now sets the agenda and conducts all of eight consortiums’ meetings. In total, it conducted 32 regional meetings during the period July 1, 2010, to June 30, 2011.

In August 2010, the Louisiana Legislature amended Revised Statute 252 to require charter schools to also implement the BESE Model Master Plan, which includes all of the essential components of PBIS. While it remains supported through policy and included in legislative foundations, participation in the training and adoption of PBIS is still largely voluntary on the part of schools and districts and, in large part, is locally supported. Of the 70 district-based systems, 61 districts participate in one of eight regional consortiums. Consortiums have developed professional development based on local data, focusing on secondary and tertiary interventions and building capacity by establishing trainer of trainers in all tiers of PBIS.

5) During the 2010-2011 school year, the Ensuring Literacy for All (**ELFA**) Initiative accepted approximately **115** schools throughout the State of Louisiana. Due to severe budget cuts, the Department was unable to provide monetary compensation to any school participating in the initiative; however, all schools that applied were accepted, and all schools received targeted professional development in the areas of differentiated instruction, leadership, and reading instruction. Participants also attended **K-4 Literacy** cluster meetings which included coaches, lead teachers, and special education teachers. All professional development training invitations were extended to superintendents, principals, targeted teachers, and special education personnel. There has been an increased effort to include special education personnel in all professional development trainings. Invitations were extended directly to special education supervisors and teachers.

The Cecil J. Picard Center for Child Development and Lifelong Learning issues an annual report which disaggregates performance for students with disabilities in grades K-3. The 2011 report for the 2010-11 school year has not been released. (2010 report on file).

6) In May 2011, the STEM office assigned 2 personnel to address Response to Intervention for math. Professional development activities are beginning, including:

- Beginning RtI math in middle school
- Effective instructional strategies to engage all learners (basic strategies for tiered instruction)
- Paul Riccomini has been contracted for the next school term to do workshops for 2 cohorts of 40

middle school teachers each		
Improvement Activity 3.1	Timelines	Resources
<p>C) Partner with stakeholders in the design, implementation, and sustainability of an improvement plan focused on both district and building level activities. Promote data-driven decision-making within these sites. Supports will include ongoing coaching and mentoring, professional learning communities, and linkage with existing reform efforts. Ensure that, over time, sites selected include urban, rural, suburban areas, and all educational regions of the state.</p> <p>(See also Indicator 5, Activity 5.1 for additional discussion).</p>	2005-2011	<p>General Education Access Guide</p> <p>Access Center</p> <p>Center for Teacher Quality (CTQ)</p> <p>SIM Professional Developers</p> <p>National web seminars</p> <p>Validated Practices professional development sites</p> <p>Louisiana Statewide Improvement Grant (LaSIG) district/school sites</p> <p>Professional development sites (e.g., Reading First, RtI, PBIS, LINCS, IHE professional development site schools)</p>
<p>Discussion: The LaSIG activities for this FFY continued to focus on inclusive practices, differentiated instruction, and meeting the needs of diverse learners. According to the LaSIG Data Notebook, 80% of LaSIG districts have had an increase in the subgroup Assessment Indices for Special Education Students from 2009-2010 to 2010-2011 school year, and 6 out of 11 LaSIG Districts are above the state average for Special Education Students (60.1) based on the 2010-2011 District Assessment Indices. The LDOE worked collaboratively with LaSIG on the following:</p> <ul style="list-style-type: none"> a) Creation of and funding for a Strategist group to draft the LA Co-Teaching Resource Guide. b) Participation in “Connector meetings,” a structure for IHEs, LDOE, FHF, LA DD Council, etc. to share activities and facilitate further collaborative efforts. c) SIG Day—a celebration of the districts’ accomplishments with district and LDOE participating in presentations and/or informational booth. 		

See additional discussion under improvement activity 5.1, number 1, which includes a new SPDG project recently awarded for FY 2011-2016.

Improvement Activity 3.1	Timelines	Resources
<p>D) Establish a middle and high school initiative that partners with state, district, and local stakeholders. This initiative includes the design, implementation, and sustainability of an improved plan, which focuses on improved performance of students with disabilities using research-based strategies to close achievement gaps. Promote data-driven decision-making within these sites. Supports will include ongoing coaching and mentoring, professional learning communities, and linkage with existing reform efforts. Ensure that, over time, sites selected include urban, rural, suburban areas, and all educational regions of the state.</p>	<p>2007-2011 Begin with two districts in initial year, and add districts on an annual basis</p>	<p>SPDG LaSIG schools VP Initiative PBS Initiative PTIs/CPRC, families IHEs</p>

Discussion: No action has been taken on this activity because of reorganization and redirection of the personnel previously in charge of this activity.

Improvement Activity 3.1	Timelines	Resources
<p>E) Continue efforts to build the infrastructure for a Low Incidence Consortium that will give pre-service and in-service personnel preparation activities. Use the consortium and related groups to guide the professional development agenda (e.g., collaboration, teaming, access to the general education curriculum, instructional strategies, communication, positive behavior support, disability specific support) of personnel serving these students and evaluate the impact of the effort</p>	<p>2007-2011</p>	<p>VP, LaSIG, and PBS Initiative sites IHE partnerships LCET NCSd standards High School reform LDOE Transition staff Distinguished Educators RESCs VP research results National resources (e.g., Research Institute to Accelerate Content Learning through High</p>

		Support for Students with Disabilities in Grades 4-8, Center)
Discussion: See Activity 5.6 for a discussion of this activity.		
Improvement Activity 3.3	Timelines	Resources
<p>Revise the section of the <i>General Education Access Guide</i> for students with mild disabilities. The revision will incorporate accommodations and the uses of assistive technology.</p> <p>This revision will assist teachers in providing access to the general curriculum to students with disabilities, while providing them with guidance in the selection, administration and evaluation of accommodations and the need for assistive technology for instruction and assessment of students with disabilities.</p>	FFY 2006 – FFY 2011	<p>Significant Disabilities Leadership Committee</p> <p>Deaf-blind Grant</p> <p>IHEs</p> <p>PTI</p> <p>Sensorially Impaired Advisory Committee</p> <p>LA Commission for the Deaf</p> <p>LA State Advisory Council of Early Identification of Hearing Impairments</p> <p>Access Center</p>
<p>Discussion: The web-based Access Guide, activated in January 2009, was revised and expanded during 2010-11 year, based on user feedback and Louisiana’s Access Guide State Leadership Group. The website’s use of visible landscape was reorganized and topics were expanded and/or added to the resources. The site continues to house a searchable database of strategies, accommodations, and technology aligned to the Louisiana Comprehensive Curriculum, assessment & product options, resources, and video clips to support access to the general curriculum for students with disabilities. The needs of students with both mild and significant disabilities are addressed. All bulletins and contact information relative to special education services is accessible under the Disabilities Tab. Resources for students with significant disabilities are also available.</p> <p>Activities to promote use of the Access Guide include:</p> <ol style="list-style-type: none"> (1) A trainer of trainer program for Special Education Regional Coordinators (RCs) was developed to assist with local dissemination and training to all LEAs. Six regional RCs delivered more than 120 professional development events on use of the Access Guide. (2) A three-part webinar on navigation of the site was posted on the site for local redelivery/guidance. (3) LDOE staff continued to submit proposals to present information on the Access Guide at all in-state conferences (i.e., LA CEC Super Conference, LA Association of Principals, Charter School Association Conference, etc.), and provided training to other LDOE goal offices, family 		

agencies, etc.

- (4) Electronic updates on the Access Guide were disseminated to all districts via the LDOE’s e-newsletter (on file).
- (5) A one-page flyer about the Access Guide was added to the Brochure list under the **Resources Tab**.
- (6) Improvements to the administrative functions of the Access Guide were initiated. An initial planning meeting was held with the vendor to plan for changes to expedite expansion of the site.
- (7) The addition of a Literacy area on the Access Guide was made and efforts to collaborate with the Ensuring Literacy for All (ELFA) and Adolescent Literacy staff of the Literacy Goal Office were established. Planning for topics and utilization of the State Leadership Teams were discussed.

It should be noted that work on the Access Guide is ongoing, and will certainly continue past the timelines initially established, particularly in light of the state’s participation in the Common Core State Standards consortium.

Improvement Activity 3.4	Timelines	Resources
<p>Develop a Mild/Moderate State Leadership Team to complement the Significant Disabilities Leadership Committee. The purpose of the Mild/Moderate State Leadership Team is:</p> <ul style="list-style-type: none"> • To support Louisiana’s Literacy and Numeracy Initiatives for improved academic performance for students with disabilities, • To serve as an information resource to current practicing teachers, • To identify needs across the state for teachers of students with mild/moderate disabilities, • To inform current mild/moderate teachers of policy and practice, and • To serve in the capacity to advise the LDOE on matters pertinent to special education. <p>LDOE leadership will meet; membership will be recommended by Regional Service Center and LDOE personnel. Planning via conference calls will culminate in a face-to-face meeting in the fall.</p>	<p>FFY 2006 - FFY 2010</p>	<p>LDOE personnel across multiple divisions (e.g., Special Populations, Student Standards and Assessments, Professional Development, School and Community Support)</p>

Discussion: The Leadership Team is composed of general and special education teachers, administrators, Regional Service Center staff, Louisiana Assistive Technology Initiative, universities, and LDOE members. The 2010-11 team remained fairly stable based on willingness to continue participation and district permission. Face-to-face meetings were held October 20, 2010 and January 13, 2011. Focus of the meetings was on Accessible Instructional Materials (AIM) and resources posted on the Access Guide, evaluation of the current version of the Access Guide and recommendations for additions and revisions, and development of Quality Indicators of Co-teaching for use in the **LA Co-Teaching Resource Guide** electronic resource, which was then in the editing phase. The need for a

Literacy area was strongly recommended, so that districts not part of any state literacy initiative would have access to best practices and state reports regarding implementation of state programs. A list of literacy topics was created for presentation to the Literacy Goal Office staff.

Improvement Activity 3.5	Timelines	Resources
Hold data summits wherein LEAs are provided guidance on the examination of their respective data trends (related to Indicators 3 and 5). Via this process, LEAs will identify their areas of need based on the data analysis, and develop plans to address those needs. While follow-up efforts will be provided on a statewide basis, districts with the greatest discrepancy between performance on their Indicators 3 and 5 and the actual SPP targets will be identified and provided targeted assistance.	2011-2013	Consultant LaSIG project

See discussion in Activity 5.8

Improvement Activity 3.6	Timelines	Resources
Identify where performance gap between students with and without disabilities has closed in low performing schools. Information on practices, procedures, initiatives, and manpower utilized in those successful schools will be gathered. LDOE SpEd. staff will develop methods of pairing schools for mentoring purposes.	2011-2013	Regional SpEd Coordinators District SpEd Personnel LDOE

Discussion: The department held Special Education Data Summits in the fall 2011. These summits were facilitated by a contractor (The Picard Center), who compiled data for each district. Those data are currently being compared in order to identify districts with greater gains for students with disabilities. Pairing strategies for districts with similar demographics are scheduled for the start of 2012 school year.

Improvement Activity 3.7	Timelines	Resources
The Access Guide website will host a state electronic co-teaching guide which will have the capability of short video clips demonstrating promising practices in planning, implementing, and assessing/evaluating co-teaching models across the state. Through the development of quality indicators for co-teaching, an equitable means of choosing sites will be established and serve as an acceptable standard for submission and consideration for posting onto the website.	2011-2013	State Leadership Teams LaSIG LDOE

Discussion: The Louisiana Co-Teaching Resource Guide was posted in the spring 2011 on the Access Guide website:

http://accessguide.doe.louisiana.gov/site%20documents/FINALcoteaching_guide.pdf. Professional Development and awareness activities were conducted via LDOE newsletters and summer conferences. A three-part webinar is scheduled for fall 2011 and will be posted on the Access Guide website <http://accessguide.doe.louisiana.gov/default.aspx> , under Core Instruction tab and Resources

portal. Professional development by LDOE Special Education Literacy staff and LDOE Regional Special Education Coordinators via district training, conferences, and individual requests are available for the 2011-12 school year. Quality indicators for co-teaching have been developed and are part of the Co-Teaching Guide. Available videos will be through national resources such as NICHCY, initially, until districts submit videos that highlight their co-teaching experiences.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

Improvement Activity 3.8	Timelines	Resources
The STEM office will begin a pilot project to engage 2 co-teaching pairs in math content development through a LaSIP project, while also coaching them through the co-teaching process.	FFY 2011	LDOE Staff District Personnel
Discussion: This activity is being added to increase the co-teaching skills of teachers in the math content area.		

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.
- B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

Data Source:

Data on suspensions and expulsions of students with disabilities are derived from 618 data Table 5, Section A, Column 3B (the Report of Children with Disabilities Subject to Disciplinary Removal). Data were collected for the 2009-2010 school year.

Definition of Significant Discrepancy and Methodology

For Indicator 4A, the State has defined significant discrepancy as the percent of students with disabilities who were suspended or expelled for greater than 10 days 1.5 times greater than the state average, not to exceed 3%. Since the State uses percentages, there is no minimum n size, so all districts are included in the calculation. For the FFY 2009, the state average was .93; thus, any district whose percentage was greater than 1.40 was identified as significantly discrepant.

For Indicator 4B, the State initially used a Weighted Risk Ratio and determined that a Weighted Risk Ratio of greater than 2 indicated a significant discrepancy. Using this method, 8 LEAs were identified as

significantly discrepant. Following guidance from OSEP concerning the methodology used, an alternate calculation was used. In the new method, the State, with input from the Stakeholders group, defined significant discrepancy for a particular race/ethnicity as the percent of all students with disabilities who were suspended or expelled for greater than 10 days at a rate 1.5 times greater than the state average, not to exceed 3%. Additionally, in order to be significantly discrepant, there had to be greater than 1 student in the race/ethnic group. As in the calculation for Indicator 4A, for FFY 2009, the state average was .93; thus, any race/ethnic group whose percentage was greater than 1.40, and who had more than 1 student represented in the race/ethnic group, was considered significantly discrepant.

Target Data for FFY 2009:

FFY	Measurable and Rigorous Target	
FFY 2009	Indicator 4A	Indicator 4B
	13.9%	0%

Actual Data for FFY 2009:

4A: LEAs with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
FFY 2009 (2009-2010)	114	21	18.4%

4B: LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates for Suspension and Expulsion that were found to be a result of inappropriate practices, policies and procedures

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
FFY 2009 (2009-2010)	114	0	0%

Louisiana did not meet its target for Indicator 4A. Twenty-one (18.4%) of the districts were found to be discrepant in the rate of suspensions and expulsions in all students with disabilities.

Louisiana did meet its target for Indicator 4B. Using the weighted risk ratio, 8 districts were found to be discrepant with respect to race/ethnicity. ~~Following the new calculations~~ Using new calculations on all districts in the State, an additional 11 districts were found to be discrepant in addition to the 8 which were also discrepant using the new calculations. ~~However~~ Following a review of the practices, policies and procedures of each of the 19 districts, none of the districts was found to be discrepant. ~~as a result of~~

~~inappropriate practices, policies, and procedures~~ It should be noted that the total number of LEAs grew by eight from the prior year; this increase reflects an increase in charter schools, which are reported as individual districts.

Review of Policies, Procedures and Practices

For both 4A and 4B, all districts determined to be significantly discrepant were required to review and, if necessary, revise their policies, procedures, and practices to determine whether these contributed to the significant discrepancy or failed to comply with the procedural safeguards of IDEA. Additionally, districts were required to provide assurances that for all special education students who had been suspended and/or expelled in excess of 10 days an up-to-date behavioral assessment plan with data supporting its effectiveness was on file and included in the student's record; a written behavioral intervention plan with data supporting its effectiveness was on file and included in the student's record; and for each student specific behavior(s) leading to suspension were addressed in the IEP and reviewed each progress period. Finally, districts were required to provide assurance that any revisions to their policies, practices and procedures were publicly shared. Revisions were also provided to the LDOE. In its review of the information provided by districts, the LDOE found no districts (0%) were discrepant as a result of inappropriate policies, practices and procedures.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2009:

Louisiana reports slippage from the previous year's data (16.0%) for Indicator 4A. While the cause of this slippage is unknown, the State continues to promote the use of PBIS in all schools in the State. Since the State has previously used a Weighted Risk Ratio to calculate 4B, it would not be appropriate to make comparisons to previous years.

The statewide PBIS initiative continued to be the driving force and methodology that Louisiana used for addressing the requirements of Indicator 4. Building on the infrastructure of support established through the regional coalition structures, each district has had access to trainings focused on increasing its capacity for addressing challenging behavior.

A significant transition occurred regarding the initiative. On July 1, 2010, the Louisiana Department of Education (LDOE) assumed complete responsibility for organizing, planning, and implementing PBIS within the state. During FFY 2010, the eight regional PBIS coalitions (now known as consortiums) continued to be supported in order to increase the capacity for the LDOE to provide staff development and technical assistance to districts and individual schools statewide.

Trainer of Trainers (TOT) training occurred throughout the state in all regions to increase the capacity and sustainability of the initiative. This included PBIS classroom management TOT trainings conducted by a national consultant (Tim Knoster) that was offered to all trainers throughout the state. More than 100 personnel attended these two trainings. All personnel associated with this indicator are directly involved in the coordination of the provision of technical assistance, training, and staff development of both school and district personnel of districts identified as significantly discrepant, and/or experiencing excessive removal based on race/ethnicity in the suspension and expulsion of students with disabilities. This will continue to include training of selected districts based on the severity and persistence of the problem.

The LDOE required all district schools implementing Positive Behavioral Interventions and Supports (PBIS) as a component of each of its schools' Master Discipline Plans to submit its Benchmarks of Quality (BoQ) scores, and, if applicable, School Wide Evaluation Tool (SET) scores to the LDOE. Benchmarks were submitted directly via the State's Positive Behavior Interventions and Supports (PBIS) website, www.lapositionbehavior.com. It mandated the submission of these data to the state and closely monitored this submission. All districts' PBIS schools were required to submit the scores.

Highlights of the achievements of the LDOE are presented below:

- The state average for all BoQ scores rose from 79.46% during 2009-2010 to 84.1% during 2010-2011 (5.8% increase) and has risen each year since the benchmarks were collected through the website at the end of the 2007-2008 school year (69.29%). All but one of the discrepant districts reported BoQ scores for the year.
- During the 2010-2011 school year, a total of 168 SET evaluations representing 10% of all public schools were conducted and reported by trained evaluators. The mean SET total score statewide was 92.7, with a range of 0-100.
 - During the 2010-2011 school year, 161 out of the evaluated 168 schools (95.8%) reached 80% or higher on the SET General Index and 159 out of 168 schools (94.6%) achieved the 80/80 criteria.
- Districts identified as being discrepant were provided specific technical assistance to ensure that all requirements consistent with the State’s BESE Model Master Discipline plan to ensure that positive behavior supports are being implemented with fidelity. Targeted assistance was provided based on the persistence and severity of the problem of each district.
- Conducted randomized desktop audits of school’s implementation of PBIS and/or the BESE Model Master Plan of Discipline.
- Desk audits and technical assistance as a part of Consolidated Monitoring of districts that evaluates LEA policies in relation to LDOE’s Model Master Discipline Plan (MMDP). The LDOE’s Model Master Discipline Plan continues to serve as a foundation to identify and create LEA policies that result in appropriate (and reduced) use of removal as a disciplinary action.
- Incorporated on-site district and school-level audits and technical assistance of the implementation of the Board of Elementary and Secondary Education (BESE) required Model Master Discipline Plan, which must include the usage of a positive behavioral approach, or PBIS.
- During the period from July 1, 2010 to June 30, 2011, two of the eight regions participated in district trainings by the Louisiana Positive Behavior Intervention and Supports Project. These trainings provided assistance in local data analysis and planning to address discrepancy and examine plans for improving discipline practices.

Improvement Activity 4.1	Timelines	Resources
<p>Targeted Technical Assistance (systematic correction)</p> <ol style="list-style-type: none"> 1. LDOE will offer targeted technical assistance in the development and implementation of IEPs, the use of positive behavior interventions and supports, and procedural safeguards. 2. Districts identified as being discrepant will be provided specific technical assistance to ensure that all requirements consistent with the State’s BESE Model Master Discipline plan pursuant to the requirements of the Juvenile Justice Reform Act 1225 (2003) to ensure that positive behavior supports are being implemented with fidelity. Targeted assistance will be provided based on the 	<p>FFY 2008 – FFY 2012</p>	<p>Louisiana Department of Education:</p> <p>Division of Student and School Learning Support</p> <p>Division of School Standards, Accountability and Assistance</p> <p>Division of Educational Improvement and Assistance</p> <p>Personnel from select LEAs and schools</p>

persistence and severity of the problem of each district.		PBIS Initiative LaSIG
<p>Discussion: Discrepant districts were required to review and, if necessary, revise their policies, practices, and procedures with regard to the implementation of IEPs, the use of positive behavior interventions, and procedural safeguards and report to the LDOE. LDOE personnel reviewed the responses. Targeted technical assistance, staff development, and district-level planning were conducted to address concerns. In addition, 6 districts were monitored and provided technical assistance as part of the state’s Performance Based Monitoring process; 4 of them contracted with a consultant as a result of their IDEA discipline concerns. All charter schools in the state were required to participate in a comprehensive in-service on IDEA requirements regarding removal of students with disabilities. They were provided with materials to use with school personnel, as well. A self-review instrument previously developed by the LSU PBIS Project continued to be available to all discrepant districts. All districts, as well as charters, were provided a comprehensive overview of the BESE Model Master Plan regional meetings and two statewide conferences, including the usage of positive behavior supports. Randomized desk audits/technical assistance of select districts identified as discrepant for excessive removals of students with disabilities were conducted by the LDOE personnel.</p>		
Improvement Activity 4.2	Timelines	Resources
<p>Critical Data Analysis</p> <ol style="list-style-type: none"> 1. LDOE will analyze data for this indicator across all districts and for the past three years to identify districts for 1) further data review, 2) data verification, and 3) technical assistance. 2. Critical data analysis to examine the types of incidents that occur within significantly discrepant districts to guide the self-review process and identify the types of professional development opportunities that need to be offered. 	<p>FFY 2008 – FFY 2012</p>	<p>Division of NCLB & IDEA Support</p> <p>Personnel from select LEAs and schools</p> <p>PBIS Initiative</p> <p>Division of School & Community Support</p>
<p>Discussion: LDOE critically examined the suspension and expulsion data for 2006-2007, 2007-2008, and 2009-2010 and initiated plans to address results during FFY 2010 by providing all districts alternative to suspension guidelines, and by conducting administrator overview trainings and technical assistance meetings with all identified discrepant districts. It is noted that only 2 of the 26 districts identified in 2006-2007 were discrepant for the past three consecutive years, while only 8 were discrepant the past two consecutive school years. Data were analyzed to identify the severity of the problem, the consistency of the problem, and persistency of the problem. In addition, with respect to removals based on race/ethnicity, only 9 districts were identified in 2009-2010 compared to 24 during 2008-2009. Finally, only two districts have been identified consecutively every school year as discrepant and/or discrepant based on ethnicity since the inception of the State Performance Plan. As a direct result of these findings, during the 2010-2011 school year the LDOE directly participated in providing technical assistance and staff development in discrepant districts in all regions continuing to provide insights as to implementation of PBIS and other strategies as alternatives to suspension and expulsion.</p>		

Improvement Activity 4.3	Timelines	Resources
Professional Development Opportunities 1. LDOE will increase the number of schools in which Positive Behavior Support is implemented. 2. LDOE will determine methods of assessing the extent to which schools with significant discrepancies that have indicated PBIS has been implemented are implementing PBIS with fidelity.	FFY 2008 – FFY 2012	Center on Positive Behavioral Interventions and Supports National Dropout Prevention Centers Statewide PBS initiative Personnel from select LEAs and schools
<p>Discussion: Data from the Louisiana Positive Behavior Support Project indicate that the number of schools implementing Positive Behavior Interventions and Supports (PBIS) included 1,057 of 1,509 (70%) of schools, including charters. The LDOE continues to use the Benchmarks of Quality (BoQ) and the School Wide Evaluation Tool (SET), two research-validated instruments, to determine the extent to which schools are implementing PBIS with fidelity. During 2010-2011, it mandated the submission of these data to the LDOE through submission to its website, and closely monitored this submission. All districts' PBIS schools were required to submit the BOQ and SET scores.</p>		
Improvement Activity 4.4	Time lines	Resources
Data Verification LDOE will develop and implement a data verification review for ensuring that data for this indicator are accurate.	FFY 2008 – FFY 2012	Divisions of Student and School Learning Support, NCLB & IDEA Support, and Planning, Analysis, and Information Resources
<p>Discussion: As a part of its Performance Based Monitoring (PBM) system, the LDOE compared the submission of Student Information System (SIS) data to the LDOE with records at the school level to ensure that the suspension and expulsion data reported to the state agree with local school-level records.</p>		

Correction of FFY 2008 Findings of Noncompliance:

Not applicable

Actions Taken if Noncompliance Not Corrected:

Not applicable

Verification of Correction (either timely or subsequent):

Not applicable

Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable):

1. Number of remaining FFY 2006 findings noted in OSEP's June 1, 2009 FFY	0
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2007 APR response table for this indicator	
2. Number of remaining FFY 2006 findings the State has verified as corrected	0
3. Number of remaining FFY 2006 findings the State has NOT verified as corrected [(1) minus (2)]	0

Correction of Any Remaining Findings of Noncompliance from FFY 2005 or Earlier (if applicable):
Not applicable

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

No additional information was required by the OSEP APR Response Table for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

Improvement Activity 4.6	Timelines	Resources
The LDOE will contract with national consultants and roll out an intensive version of the Prevent-Teach-Reinforce (PTR) PBIS tertiary model, including identifying, training, and deploying nine other regional contracted trainers to implement the model. Districts targeted will include discrepant districts	FFY 2011- FFY 2012	National consultants recognized by OSEP for behavioral expertise of all tiers of PBIS PBIS State Leader PBIS regional consortiums
Justification: Tertiary training without the ongoing demonstration, shadowing, technical assistance, and consultation pieces has led to some understanding of the concepts but limited implementation. This training methodology is a “learning by doing” model that will include fidelity checks (case studies submitted by all cohort trainers, including Cohort I consultants) of all trainees. The nine consultants (Cohort I) will train regionally new trainers (Cohort II/Behavior Coaches) who will train the model up to scale regionally.		
Improvement Activity 4.7	Timelines	Resources
The LDOE will provide direct oversight of the implementation of the BESE Model Master Plan as a part of its data-driven Performance-based Monitoring (PBM) process of districts	FFY 2011- 2012	Office of Federal Programs Support Division of Student and School Learning Support (Discipline and Attendance Section)
Justification: Direct, data-driven decision making of monitoring and providing technical assistance based on student and district outcomes is the most efficient, cost-effective way to monitor districts.		

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measurement:

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Measurable and Rigorous Targets			
FFY	Indicator #5 A	Indicator #5 B	Indicator #5 C
2010	67.61%	9.76%	2.08%

Actual Target Data for FFY 2010:

Measurable and Rigorous Targets			
FFY	Indicator #5 A	Indicator #5 B	Indicator #5 C
2010	61.1%	13.7%	1.3%

Calculations:

Educational Environments	October 2010		Calculations
	Number	Percent	
A. Inside Regular Class 80% or more of day	44,335	61.1%	$44,335/72,516 \times 100$
B. Inside the regular class less than 40% of the day	9,960	13.7%	$9,960/72,516 \times 100$
C. In separate schools, residential facilities, or homebound/hospital placements	959	1.3%	$959/72,516 \times 100$

Source: 618 data (Part B, IDEA Implementation of FAPE Requirement, Educational Environment of Children with Disabilities Ages 6-21) October 1, 2010

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

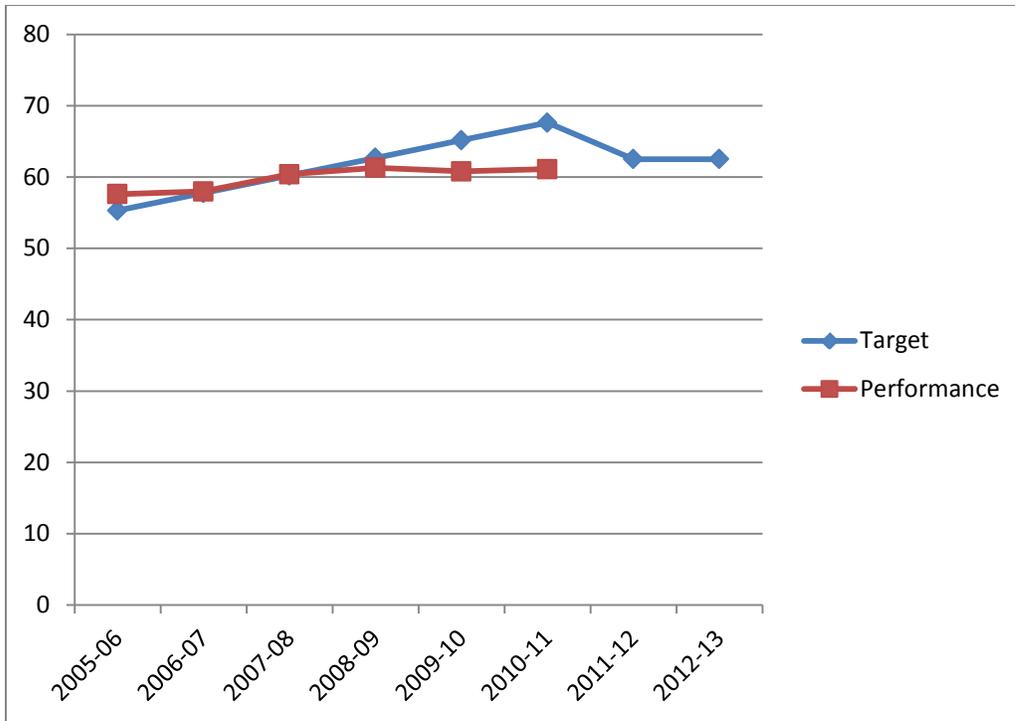
Louisiana met one of the three targets. Louisiana both met and exceeded the target for 5C (2.14%) by decreasing the percentage of children with IEPs aged 6 through 21 who are served in public or private separate schools, residential placements, or homebound or hospital placements to **1.3%**.

Louisiana did not meet the target for 5A to increase the percent of children with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day. The target for 5A was **67.61%**, and the actual performance was **61.1%**. Louisiana also did not meet the target for 5B to reduce the percent of children with IEPs aged 6 through 21 who are inside the regular class less than 40% of the day. The target for 5B was **9.76%**, and the actual performance was **13.7%**.

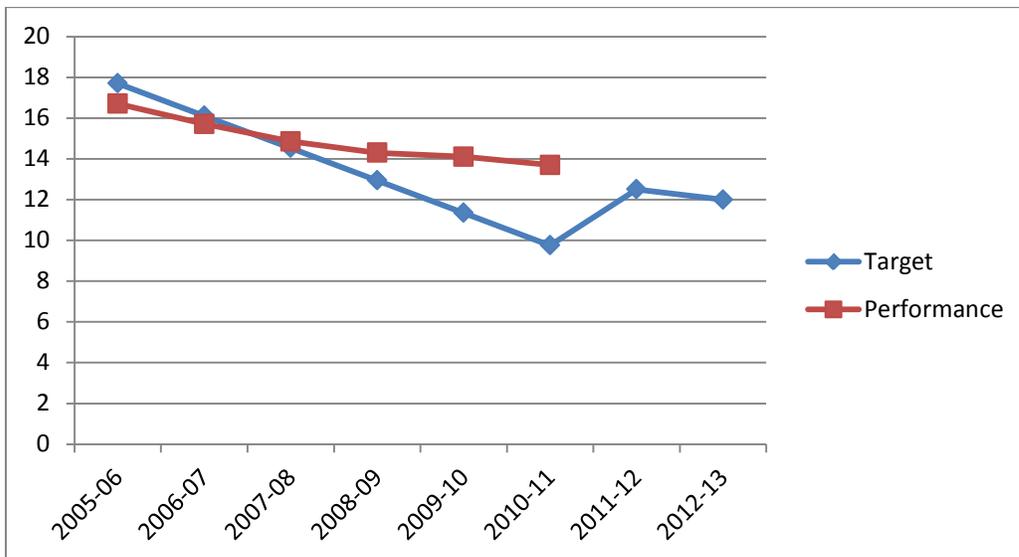
When the multi-year targets for Indicator 5 were established in the initial State Performance Plan, these were intentionally set with ambition and rigor in mind. Stakeholders involved in the target setting considered evidence related to improved opportunities and outcomes for students with disabilities in the general education setting, as well as placement trends in states across the nation. While Louisiana continues to work toward meeting the Indicator 5 targets, additional time and effort is needed to effectively prepare personnel to provide students with disabilities their needed accommodations, services, and supports in the general education environment. The LDOE considers it crucial that the move toward less restrictive placements for students with disabilities also ensures continued improved academic achievement for these students.

Although Louisiana did not meet 2 of the 3 targets, there was improvement in meeting all of the targets from the previous year. For indicator 5A, there was an increase of 0.3 percentage points in the children who are served inside the regular class 80% or more of the day. For Indicator 5B, there was a decrease of 0.4 percentage points in the children with IEPs aged 6 through 21 who were inside the regular class less than 40% of the day. For Indicator 5C, there was a decrease of 0.1 in the percentage points of children served in separate schools, residential facilities, or homebound/hospital placements.

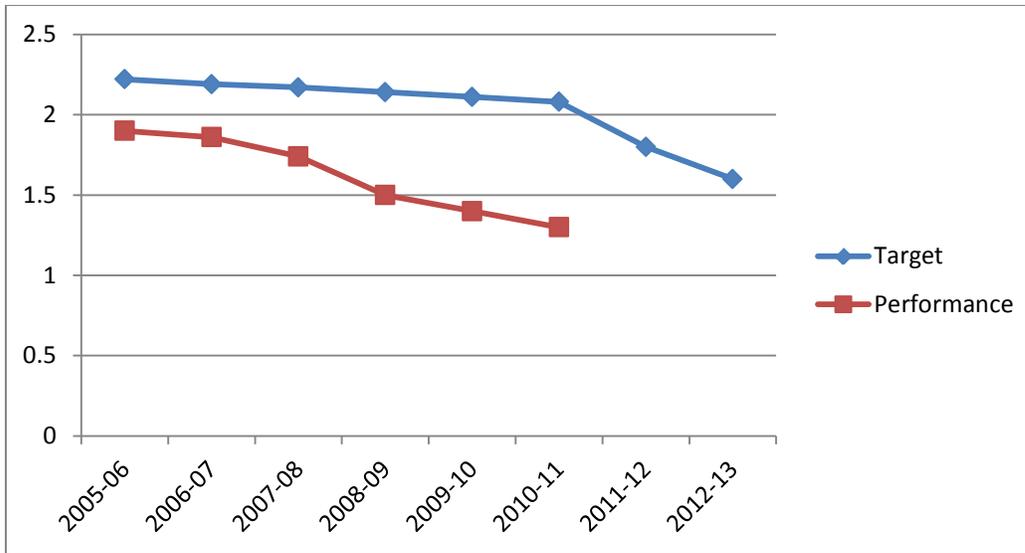
The following charts illustrate the trends in placements across 5A, 5B, and 5C.



5A Reg. Class 80% or more of day



5B Reg. Class less than 40% of day



5C Sep. Schools, Res. Facilities, or H/H

Discussion of Improvement Activities Completed and Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010

Improvement Activity 5.2	Timelines	Resources
Establish a coherent professional development plan to create collaborative school cultures. This will be planned and implemented by a cross-department team representing multiple divisions. The following components will be addressed: participants, framework, and content.	FFY 2005– FFY 2013	Louisiana State Personnel Improvement Grant (LaSIG/SPDG), LDOE disability leadership committees, state literacy initiative, Louisiana Assistive Technology Initiative (LATI)
<p>Discussion: Multiple efforts/structures are in place to support a coherent professional development plan.</p> <p>1) LaSIG served as one “hub” for coordination of a coherent professional development (PD) plan focused on improved outcomes for students with disabilities (including the creation of collaborative school cultures). Via the LaSIG “Connector Meetings,” a structure was provided to enhance collaborative planning across stakeholders. LaSIG continues to provide PD through on-site support, consultants, webinars and biannual opportunities for districts to network and share evidence-based practices. PD provided by LaSIG this year focused on inclusive practices, differentiated instruction and meeting the needs of diverse learners.</p>		

Placement related outcomes for 2010-2011 LaSIG districts are as follows:

- 64% of LaSIG districts are above the state average for placement of students with disabilities in general education.
- 46% of LaSIG districts exceeded the state 2014 goal for students with disabilities in general education placement.
- 90% of LaSIG districts are below the state average for students with disabilities in self-contained placements.
- 27% of LaSIG districts have exceeded the 2014 goal for students with disabilities served in self-contained settings.

The improved placement outcomes of LaSIG were, in part, likely driven by the project's emphasis upon data-based decision-making. LaSIG facilitators supported participating districts in looking at placement data by school, rather than solely by the district level. There was an emphasis on "drilling down" in the data to look at root issues related to placement, and to using the data to make decisions about professional development needs. LaSIG also provided LEAs a multiple-year approach to making systemic changes pertaining to inclusive practices, co-teaching, and the development of collaborative cultures.

The LDOE was recently awarded a new SPDG project (operational 10/1/11-9/30/16) which will provide the funding needed to expand upon the successful outcomes of LaSIG. The focus areas of the SPDG will be 1) data-based decision-making, 2) inclusive practices, 3) culturally responsive teaching, and 4) family engagement. Participants for the new SPDG (i.e., school districts, including charter schools) will be identified based upon high need as reflected in data related to students with disabilities. Those districts will receive targeted assistance for the four focus areas. Current LaSIG districts that have had a history of success in focus areas will be able to serve as mentors for newly engaged districts. This new SPDG project will have a meeting structure (Connector meetings) for IHEs and other stakeholders as a platform to support the identification of inclusive school sites for use by teacher candidates in their field work and student teaching.

2) The LDOE operated several leadership committees (Significant Disabilities, Autism, Mild/Moderate Disabilities) comprised of stakeholders representing multiple groups (LEAs, IHEs, families). These groups provided guidance and direction to the LDOE on the creation of professional development opportunities/supports related to improved outcomes for students with disabilities in the least restrictive environment (LRE). Sample initiatives addressed by committees relative to inclusive practices included:

- a) the development (in collaboration with LaSIG) of the web-based **Louisiana's Co-Teaching Resource Guide**,
- b) the expansion of literacy guidelines/procedures/resources to include students with significant disabilities in school literacy programs,
- c) improvements to the LDOE's web-based Access Guide - Significant Disabilities (<http://sda.doe.louisiana.gov>), and
- d) the development of the Acknowledgement of Advanced Professional Development in Autism Spectrum Disorders (AAA) pilot, for the purpose of developing leadership capacity amongst persons who support students with autism. The expertise of these individuals will be tapped into by the LDOE to support improved outcomes for students with autism in the least restrictive environment.

3) The LDOE continued funding for the LASARD (Louisiana Autism Spectrum and Related Disorders) Project. The goals of the project are (a) to improve educational practices and outcomes for students with autism spectrum disorders (ASD) and related disabilities and (b) to develop statewide capacity to

provide high quality educational programs for these students. This project provided professional development and technical assistance on evidence-based practices for students with autism and other related disorders, with an emphasis on the provision of services in the least restrictive environment.

The professional development included online modules on a variety of topics: face-to-face workshops, online monthly workgroups, and a summer institute entitled “I’m included...Now what?” that focused on inclusive practices. Although LASARD serves personnel across the state, nine school districts are currently participating in the project as technical assistance sites. LASARD facilitators provide regular onsite technical support to these districts’ school-based teams to support their efforts to implement their action plans and become high quality demonstration programs.

Improvement Activity 5.4	Timelines	Resources
<p>Expand efforts to infuse the needs of students with disabilities within the context of the following existing initiatives:</p> <ol style="list-style-type: none"> 1) general education literacy/reading programs at the state, district and building levels 2) provision of alternate instructional materials for students with print disabilities <p>Work with the following groups in this effort: LDOE disability leadership committees, Louisiana Assistive Technology Initiative (LATI), LDOE literacy central office and field personnel</p>	<p>2007 and ongoing</p>	<p>IDEA funds, LA-AIM, LDOE disability leadership committees, LATI</p>

Discussion: Extensive work related to this activity has continued, including the following: 1) In spring 2011, the LDOE applied for and was subsequently awarded a federal Striving Readers Comprehensive Literacy (SRCL) Grant. The grant activities will be implemented via Louisiana’s Literacy is for Everyone (LIFE) Promise project which is modeled after the state’s highly successful K-12 Literacy Pilot Program. The needs of all students with disabilities are included in the LIFE Promise project. Application for districts seeking to participate begins in fall 2011. The LDE will establish a participating district/LDOE structure for ensuring that the needs of students with disabilities are appropriately addressed within the project’s work.

2) With the support of a national consultant and LDOE-operated leadership team members, work continued on the development and refinement of guidelines, resources, supports and ongoing professional development for literacy programs for students with significant disabilities. This information is posted on the Access Guide website (<http://sda.doe.louisiana.gov>) for ready access by educators and families. The Louisiana Services to Children and Youth with Deaf-blindness federal grant has supported this literacy effort through professional development offerings (e.g., use of an “alternate pencil,” emergent communication), on-site technical assistance, and educator work groups. These educator work groups have developed literacy products and video/photo exemplars for posting on the Access Guide website.

3) As part of the overall effort to improve accessibility for students with disabilities, Louisiana integrates programs for Assistive Technology (AT), Universal Design for Learning (UDL) and Accessible Instructional Materials (AIM). The LDOE funds eight Assistive Technology (AT) Regional centers that provide professional development, consultations, and technical assistance to improve the capacity of districts to provide their own AT structures. These projects incorporate AIM and UDL into their program activities and encourage districts to integrate AIM as part of each district’s AT policy and regular practice. The LDOE state consultants also provide professional development and guidance on AT, AIM and UDL throughout the year. As a result, 73 Louisiana LEAs (districts and charter schools) participated in the Assistive Technology Regional Center Initiative for reporting on the 2010 AT End-of-Year Report: 55 have written policy and procedures, 70 provide some level of their own AT

professional development and 60 have an AT team or an individual assigned to coordinate AT for the district. AIM and AT fields were added to the SER data system in July 2010. As of August 2011, the number of students with AIM on IEP is 2,770 and the number of students using AT is 37,272.

For more information about Louisiana’s AT and AIM Initiative, go to

http://www.louisianaschools.net/divisions/specialp/assistive_technology.html. Below is a list of the AT Centers with direct links to their websites.

- [Region 1 Assistive Technology Center Website](#)
- [Region 2 Assistive Technology Center Website](#)
- [Region 3 Assistive Technology Center Website](#)
- [Region 4/6 Assistive Technology Center Website](#)
- [Region 5 Assistive Technology Center Website](#)
- [Region 7 Assistive Technology Center Website](#)
- [Region 8 Assistive Technology Center Website](#)

4) The LDOE is actively promoting its Speech and Language Support for All (SALSA) Initiative, an effort to improve academic outcomes for students through varied and improved service delivery models implemented by speech-language pathologists (SLPs) in schools. By emphasizing collaboration with classroom teachers and other educators, providing more classroom-based and integrated services, and focusing on curriculum-relevant skills, the support that SLPs provide to students is enhanced. The LDOE continues to provide ongoing statewide professional development to support this initiative. However, the 100 SLP Cadre Leaders who completed their initial phase of training at a summer leadership academy are now assisting in local and systemic capacity building efforts. The SALSA Development Site Project, a collaborative effort between the LDOE, a local university, and a local school district to pilot specific practices, is in its second year of implementation. Finally, a presentation on the SALSA Initiative was made at the national convention for the American Speech-Language-Hearing Association (ASHA) in November 2011.

A number of research studies were conducted during Phase I of the SALSA Development Site Project, and the data indicate improved outcomes for students with and without disabilities in the general education classroom. One study involved the SLP providing classroom-based interventions during the Kindergarten reading block. At the conclusion of the study, the intervention group of students showed 9% greater gains than the control group in rhyming skills, 25% more in syllable awareness, 2% more in sound blending, and 5% more in phoneme additions. The study also showed gains in spelling and sight word reading.

A six-week study in which whole class speech-language interventions were provided to 4th grade students focused on understanding complex syntax as a foundational skill for reading fluency and comprehension. The intervention group showed 8 months gain in reading comprehension scores compared to the 2 months gain made by students in the control group.

In another study, interventions were provided to 2nd grade students with articulation impairments who also had low DIBELS scores. Interventions simultaneously targeted articulation errors as well as phonologically-based reading deficits. The control group was only provided articulation interventions. Results showed that both groups made comparable progress for articulation and phonics; however, syntactic gain scores were greater for the group that worked on both articulation and phonics.

Improvement Activity 5.4	Timelines	Resources
Convene a group of stakeholders to examine placement data trends and determine how various initiatives/strategies underway are impacting placement practices. Use the findings to guide the	2008-09 and on going	IDEA funds, representatives from PDS, Low

design of future efforts. Link this effort with the work of the “world class” special education program task force.		Incidence Consortium, literacy/RTI groups
<p>Discussion: As was reported last year, the activity related to 5.4 was narrowed to a focus on two LEAs with data that indicated that students with disabilities scored very low on performance measures. The LDOE awarded funds to the LEAs to continue improvement activities, including ongoing work with a consultant who had been engaged in the 2009-2010 school year to analyze the LEAs’ data and provide support to their administrative and school staffs. In the 2010-2011 school year, the consultant provided training on co-teaching strategies and inclusive practices and then followed up in these LEAs with observations and direct technical assistance to support implementation. The work with these 2 LEAs will continue, as systemic and sustainable changes are needed to support improved outcomes for students with disabilities in the least restrictive environment.</p> <p>In addition, an effort related to Improvement Activity 5.4 can be found in the newly-added Improvement Activity 5.8.</p>		
Improvement Activity 5.5	Timelines	Resources
Establish a long-term “Think Tank” committee to support the effort to identify, develop, implement and evaluate recruitment and retention models that blend state, local and IHE resources. Identify funding sources to recruit, retain, and support skilled personnel.	FFY 2005, and ongoing	LDOE Staff
<p>Discussion: Although the “Think Tank” committee is no longer in existence, recruitment and retention efforts continue, as noted below.</p> <ol style="list-style-type: none"> 1) The LDOE operates the Teach Louisiana! website (http://teachlouisiana.net/) as a means of providing a one-stop shop for information regarding teacher certification, preparation, and recruitment in the state. Via this site, teachers can gain information about certification requirements and certification programs, and submit job applications on-line and be matched with districts where related positions are available. LDOE also operates Teach Louisiana! Facebook and Twitter pages, on which services and news updates related to the site are promoted through regular postings. 2) In October 2010, the LDOE developed the <i>Special Education: From Pre-Service to National Board Certification</i> brochure which provides an overview of special education certification options, routes to attaining this certification through both traditional and alternate programs, professional development resources, and information on National Board Teacher Certification. This brochure is widely disseminated as part of special education recruitment efforts. A second recruitment brochure, <i>We Must Teach Louisiana</i>, was developed and used in conjunction with LDOE staff member visits to several top colleges of education on the east coast and west coast in spring 2011 to recruit top talented regular education and special education teachers to come to Louisiana to teach and make a difference. 3) The LDOE’s Statewide Staffing Initiative (LSSI) is helping low-performing schools in four districts build strong instructional teams and open the school year fully staffed. The initiative, run in partnership with The New Teacher Project, is giving principals the tools and support they need to hire top talent - a key to raising student achievement. 		

The LSSI is using five key strategies in a comprehensive effort to strengthen teacher hiring and staffing practices: 1) direct priority applicants to target schools, 2) train principals in effective hiring, 3) provide personalized staffing assistance, 4) minimize staffing barriers, and 5) increase the rigor of retention decision. In the 2010-2011 school year, the LSSI began in four pilot districts. The LDOE will expand the initiative to additional districts in coming years.

- 4) In an effort to prepare teachers to effectively teach students with and without disabilities in the general education setting, a new teacher preparation structure was approved in July 2010 which provides an integrated to merged approach in the mild/moderate certification structure. Via this certification path, teacher candidates will acquire the skills needed to address the variety of learning differences presented by students in today’s classrooms. Additionally, the collaborative skills gained as teacher candidates advance through the integrated to merged approach will allow for the creation of collaborative environments in our schools. Teacher candidates completing the integrated to merged mild/moderate programs will be eligible for certification in general education and mild/moderate in the following grade bands: Elementary Grades 1-5; Middle Grades 4-8 and Secondary Grades 6-12 in a core teaching area (English, Mathematics, Sciences, Social Studies).
- 5) Louisiana has been working with the New Teacher Center and the National Association of State Directors of Special Education (NASDSE) National Personnel Center to involve Louisiana educators in an e-mentoring project. In the past, the LDOE provided funding for local education agency personnel to participate in the e-mentoring project. During this APR reporting period, districts were asked to provide funding for their participating teachers and participation was down to seven mentees within the state. The LDOE will try to increase participation in the e-mentoring project by advocating for its use/supporting its implementation in the districts who receive Striving Readers Comprehensive Literacy (SRCL) Grant SCRL funding (beginning school year 2012-2013).

Improvement Activity 5.8	Timelines	Resources
Hold data summits wherein LEAs are provided guidance on the examination of their respective data trends (related to Indicators 3 and 5). Via this process, LEAs will identify their areas of need based on the data analysis, and develop plans to address those needs. While follow-up efforts will be provided on a statewide basis, districts with the greatest discrepancy between performance on their Indicators 3 and 5 and the actual SPP targets will be identified and provided targeted assistance. (Also refer to Indicator 3, Improvement Activity 3.5.)	2010-2011	LEA special education administrative personnel, LDOE literacy/special education staff

Discussion: Via a contract with the Picard Center For Child Development and Lifelong Learning, five of these summits (special education Data-to-Action Sessions) were conducted across the state between August – September 2011, including one session designed strictly for Charter Schools. LEAs were asked to send a four-member district team comprised of: District Superintendent/Designee, Special Education Director/Supervisor, Accountability Supervisor, and one additional district key staff member. Participants received a detailed district-specific special education data profile and a companion workbook, which served as focal points of the day. The data (achievement, placement, promotion/retention, diploma attainment, drop-out) focused on students in the following disability categories: Emotional Disturbance, Other Health Impaired, Specific Learning Disability, Speech – Articulation Impairment, and Speech – Language Impairment. These sessions prepared district leaders to understand and take appropriate action related to data (e.g., determine where to allocate resources, provide intervention). Facilitators guided participants in applying a data-to-action process using their own district’s data. Participants left with an individualized district data-driven action plan to foster

student achievement for students with disabilities.

Follow-up activities include:

- 1) The Picard Center will negotiate contracts with approximately five LEAs for intensive work on continued review of the data and targeting appropriate action steps.
- 2) The LDOE will negotiate further technical assistance from the Picard Center on follow-up assistance to LEAs across the state as a whole (on using the data to make decisions, target interventions).
- 3) LDOE special education literacy field staff will meet with LEA staff and review/assist with action plans.
- 4) The LDOE will establish a contract with an individual to provide intensive technical assistance to two of the largest LEAs in the state on use of their data in organizing the roles and responsibilities of their central office staff to improve student outcomes.
- 5) The district-specific data profiles from the summits will be used by the LDOE monitoring teams to support their work/help target improvement recommendations.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

Improvement Activity 5.2	Timelines	Resources
Convene a group of stakeholders (Institutes of Higher Education {IHE}, LDOE, Local Education Agency {LEA}) to develop an action plan focused on use and expansion of the Professional Development Sites (PDS) initiative in partnership with the development and implementation of redesigned Mild/Moderate higher education programs.	2008-09 and ongoing Discontinue	IDEA, IHE/LEA teams involved in redesign and PDS efforts, LDOE special education and certification representatives
Justification: This Improvement Activity is discontinued. Related improvement activities are found under Improvement Activity 5.1 (discussion pertaining to LaSIG and SPDG Connector meetings)		
Improvement Activity 5.6	Timelines	Resources
Continue efforts to establish/support the Low Incidence Consortium to guide pre-service and in-service personnel preparation for low incidence disability areas. Establish plans (structure, budget) for continuation of the Low Incidence Disabilities Consortium beyond the initial 3-year funding level.	FFY 2005, and ongoing	Fully funded
Justification: In spring 2012, representatives from multiple Offices within the LDOE will convene to identify strategies for continued support for the Consortium.		

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

4. **Indicator 6:** Percent of children aged 3 through 5 with IEPs attending a:
- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
 - B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
- B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2010-11	Not required this FFY

Actual Target Data for FFY 2010:

OSEP did not require states to report actual target data in this APR. Louisiana began collecting the data for the new measurement table on July 1, 2010, and is reporting the data below.

Measurement:

- A. Percent= [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
- B. Percent= [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Measurement Table:

Measurement A	A1 = 1,909	A1 + B1 = 2,016	2,016 / 9,615 = .209 x 100 =	20.9%
	B1 = 107			
Measurement B	C1 = 522	C1 + C2 + C3 = 531	531 / 9,615 = .055 x100 =	5.5%
	C2 = 8			
	C3 = 1			
Total number of 3-5 year olds w/ IEPs		9,615		

A1= The # of children aged 3 through 5 with IEPs attending a regular early childhood program at least 10 hours per week and receiving a majority of special education and related services in the regular early childhood program

B1= The # of children aged 3 through 5 with IEPs attending a regular early childhood program less than 10 hours per week and receiving a majority of special education and related services in the regular early childhood program

C1= Special Education Classroom

C2= Separate School

C3= Residential Facility

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-2011:

Improvement Activity 6.1	Timeline	Resources
Engage in a systemic process for creating and sustaining change at the state, district and building levels that includes frameworks and supports to enhance the performance and placement of students with disabilities in the least restrictive environment. (See also Indicator 5, Improvement Activity 5.2)	FFY 2005 – FFY 2012	LDOE personnel
<p>Discussion:</p> <p>6.1 The Louisiana Department of Education (LDOE) Preschool Staff continues to work on improvement of FAPE in the LRE by monitoring the district data and identifying the school districts/charters that are above and below the state target. Through phones calls, face-to-face meetings and/or school visits, the LDOE Preschool Staff is able to provide technical assistance to all the school districts.</p>		

<u>Improvement Activity 6.2</u>	<u>Timeline</u>	<u>Resources</u>
<p>Establish mechanisms, policies, resources and professional development to create collaborative school cultures that enhance the performance and placement of students with disabilities in the least restrictive environment.</p> <p>(See also Indicator 5, Improvement Activity 5.2)</p>	<p>FFY 2005 – FFY 2012</p>	<p>Selected universities; LDOE personnel</p>
<p>Discussion:</p> <p>6.2A In spring 2008, the LDOE released a Request For Applications (RFA) to all eligible colleges and universities in Louisiana to improve teacher collaboration in inclusive settings. The <i>Teacher Collaboration in Inclusive Settings</i> grant was to be funded over three years, with the understanding that each college/university chosen would be required to submit a renewal grant for year 2 (2009-2010) and 3 (2010-2011) of the project.</p> <p>In summer 2008, three universities in Louisiana (two in the South and one in the North) were funded to work with willing teams of Prekindergarten and Kindergarten teachers and special education early childhood teachers and/or other service providers in order to assist them with collaborative techniques which will better serve all the children in the PreK and K classes, especially those with disabilities. The colleges/universities have just finished their final year with the grant on September 30, 2011. Special Quest materials were provided to each of the participating universities to use in their collaborative trainings on inclusion. The colleges/universities continued to work with the teams of teachers on collaboration and inclusive practices. Each college/university submitted quarterly reports to the LDOE about their projects and each project was evaluated on their final report.</p> <p>6.2B Special education update meetings are held biannually (fall and spring) by the LDOE Preschool Staff to discuss the APR/SPP indicators (transition, inclusion and outcomes) and to address concerns of the districts and charters. Meetings with district/charter directors, supervisors, coordinators and Part C EarlySteps state and regional staff are held in the fall and spring at two different sites in the state. A powerpoint provided by NECTAC on the new preschool settings was used to explain the new preschool settings to the districts/charters and how the settings should be determined and reported.</p> <p>6.3C The <i>Early Childhood Environment Rating Scale-Revised (ECERS-R)</i> is used by the LDOE for evaluation of all preschool programs, including an analysis of the extent that children with disabilities are included in regular PreK class activities.</p> <p>6.3D A two-day Preschool and Kindergarten Conference sponsored by the LDOE is held annually. There are breakout sessions at the conference which pertain to inclusion of children with disabilities in regular PreK classrooms.</p>		
<u>Improvement Activity 6.3</u>	<u>Timelines</u>	<u>Resources</u>
<p>Create partnerships and frameworks IHEs, LDOE, LEAs, and community members to provide high quality education professionals who will create inclusive schools that enhance the performance and placement of students with disabilities in the least restrictive environment.</p>	<p>FFY 2005 – FFY 2012</p>	<p>Selected university Personnel and LDOE personnel</p>

(See also Indicator 5, Improvement Activity 5.3)

Discussion:

6.3A The LDOE has worked diligently to ensure that highly qualified teachers are placed in all classrooms and that a developmentally appropriate curriculum is followed. Since 1982, the LDOE has issued a grant through the Request for Applications (RFA) process to conduct the Louisiana Early Education Program (LEEP) Institute. The purpose of the grant is to increase opportunities for students and teachers to take coursework toward certification in Early Intervention. The LEEP Institute is held on a college/university campus and offers two, week-long, on-site courses and one or two online course for university credit toward certification in Early Intervention. The LEEP Institute RFA was issued in January 2010 and was issued to Southeastern State University. Southeastern worked with the University of Louisiana-Monroe to offer week-long summer courses for Early Intervention Certification and two courses were offered online via Blackboard. During the second year of the RFA, there were 115 participants from 22 parishes who took advantage of the courses offered this past summer (2011) through the LEEP grant.

6.3B In spring 2008, the LDOE released a Request For Applications (RFA) to all eligible colleges and universities in Louisiana to improve teacher collaboration in inclusive settings. The *Teacher Collaboration in Inclusive Settings* grant was to be funded over three years, with the understanding that each college/university chosen would be required to submit a renewal grant for year 2 (2009-2010) and 3 (2010-2011) of the project.

In summer 2008, three universities in Louisiana (two in the South and one in the North) were funded to work with willing teams of Prekindergarten and Kindergarten teachers and special education early childhood teachers and/or other service providers in order to assist them with collaborative techniques which will better serve all the children in the PreK and K classes, especially those with disabilities. The colleges/universities have just finished their final year with the grant on September 30, 2011. Special Quest materials were provided to each of the participating universities to use in their collaborative trainings on inclusion. The colleges/universities continued to work with the teams of teachers on collaboration and inclusive practices. Each college/university submitted quarterly reports to the DOE about their projects and each project was evaluated on their final report.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011

Not Applicable

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 7:

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes:

Summary Statement 1: Of those preschool children who entered the preschool program below age

expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2:

The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2:

Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Background Information:

The chart below provides an overview of the development and implementation of Louisiana's measurement system for this indicator.

FFY	School Year	Data Collection and Reporting System	Annual Progress Report Date
2004	04-05	<p>An Assessment Task Force was formed in August 2004 to address Indicator 7, new for the 2005 State Performance Plan (SPP).</p> <p>The Assessment Task Force recommended the Assessment, Evaluation and Programming System (AEPS) for assessing child outcomes. Brookes Publishing Company offered a research version of the instrument and scoring procedures for the purpose of OSEP reporting.</p>	<p>February 2006</p> <p>Federal reporting not required.</p>
2005	05-06	<p>Training for administering the AEPS was provided to a team from each LEA during December 2005.</p> <p>Administration of the research version of the AEPS (AEPS RV) was implemented statewide in Spring 2006. Children were assessed within six weeks of entering Early Childhood Special Education (ECSE) to document the status of their behavior and skill levels. Children were assessed using Level 1 for children with the developmental age of birth to three years; and Level 2 for children with a developmental age of three through five.</p> <p>Data were collected by each LEA and reported to the state.</p>	<p>February 2007</p> <p>Federal reporting not required.</p>

		However, the state was not required to report these data in the FFY 2005 APR.	
2006	06-07	<p>During the 2006-2007 school year, administration of the AEPS RV continued for near-entry and near-exit assessment until January 1, 2007. After January 1, the AEPS RV was used only for near-exit assessment and only for those children with AEPS RV near-entry data. Dr. Kristie Pretti-Frontczak, a co-author of AEPS, agreed to analyze the AEPS RV results each year and assign individual outcome scores for the purpose of the Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). FFY 2006 AEPS RV progress data for 734 children were analyzed for reporting in February 2008. Because a problem occurred with converting some AEPS RV data to scores showing the percentage of children functioning at a level comparable to same-age peers, the data reported in the APR represented only 78% of the school districts' reported data.</p> <p>On January 1, 2007, the standard version of AEPS and the Assessment, Evaluation and Program System <i>interactive</i> (AEPSi) management tool became the new near-entry and near-exit assessment protocol. Children entering ECSE for the first time were assessed to establish an entry score using Level 1 for children with the developmental age of birth to three years; and Level 2 for children with the developmental age of 3 through 5. FFY 2006 entry data for the 3,722 students assessed with the standard version of the AEPS were analyzed and reported in the February 2008 APR.</p>	February 2008
2007	07-08	<p>Administration of the AEPS RV continued for near-exit only, and only for those children with an ARPS RV near-entry assessment. Analysis of AEPS RV progress data was provided by Kristie Pretti-Frontczak. However, results from the analysis data for the 14 students with AEPS RV entry and exit data were not included in the APR due to the limited size of the sample.</p> <p>Statewide administration of the standard version of the AEPS and the use of the AEPSi management tool continued. The progress data for 142 children who began receiving services on or after July 1, 2007, were analyzed for OSEP reporting.</p>	February 2009
2008	08-09	This was the last full year to administer the AEPS RV as a	February 2010

		<p>near-exit assessment. Analysis of AEPS RV progress data for the 1,577 children in this data set was conducted by Kristie Pretti-Frontczak and yielded results that were significantly different and, in fact, opposite from the results of the AEPSi analysis. Since this was a non-standard version of the AEPS instrument, because use of the instrument was discontinued as of December 31, 2009, and because the results were not comparable with those from AEPSi; these results were reported, but <u>not</u> used to establish the Indicator 7 baselines or to set the targets for FFY 2009 and FFY 2010.</p> <p>Statewide administration of the standard version of the AEPS and the use of the AEPSi management tool for reporting continued. The scores for 1,098 children who began receiving services on or after July 1, 2007 and who exited during FFY 2008 were analyzed with AEPSi for the purpose of OSEP reporting. Targets for FFY 2009 and FFY 2010 were established based on the analysis of this data set.</p>	<p>FFY 2008 progress reporting continues using AEPSi.</p> <p>Baselines are reported and FFY 2009 and 2010 targets are set.</p>
2009	09-10	<p>AEPS RV was used as the near-exit assessment for the 341 students remaining from the 2006-2007 cohort who had been assessed with that instrument at entry. Use of this pilot instrument was discontinued as of December 31, 2009. While these data were collected and reported at the student level, they were not aggregated for state-level reporting. As documented in the 2008 APR, this was a non-standard version of the AEPS instrument and the results are not comparable with AEPS. Since AEPS RV results were not used to establish the Indicator 7 baselines, or to set the targets for FFY 2009 and FFY 2010, the results were not aggregated for inclusion in the APR.</p> <p>Statewide administration of the standard version of the AEPS and the use of the AEPSi management tool for collecting and reporting the data continued. The scores for 2,818 children who began receiving services on or after July 1, 2007 and who exited during FFY 2009 were analyzed using AEPSi for the purpose of this report.</p> <p>In mid-September 2010, following aggregation and analysis of FY 2009 data, Brookes Publishing, upon advisement from the Early Childhood Outcomes Center, revised the cut scores for OSEP reporting categories. As a result, new targets had to be set for FFY 2010 since the previously established baselines and targets were no longer relevant.</p>	<p>February 2011</p>

2010	10-11	Statewide administration of the AEPS and the use of the AEPSi management tool for collecting and reporting outcome data continued. The progress data for 3,609 children who exited during FFY 2010 were analyzed using AEPSi for the purpose of this report.	February 2012			
Summary of Data Collection and Reporting						
FFY	Data Collection Period (School Year)	Date Reported	Measurement Instrument			
			AEPS RV		AEPSi	
			Near Entry	Near Exit	Near Entry	Near Exit
2005	07/01/05 – 06/30/06	February 2007	•	•		
2006	07/01/06 – 06/30/07	February 2008	• *	•	• #	
2007	07/01/07 – 06/30/08	February 2009		•	•	•
2008	07/01/08 – 06/30/09	February 2010		•	•	•
2009	07/01/09 – 06/30/10	February 2011		• ^	•	•
2010	07/01/10 – 06/30/11	February 2012			•	•

* Until January 1, 2007 # After January 1, 2007 ^ Until January 1, 2010

Table 7.1 Progress Data for Preschool Children Exiting in FFY 2010

Note: Percent totals in this table were calculated by the AEPSi reporting tool and, because of rounding, may not equal 100%.

	A. Positive social-emotional skills (including social relationships)		B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy)		C. Use of appropriate behaviors to meet their needs	
	# of children	% of children	# of children	% of children	# of children	% of children
a. Children who did not improve functioning	58	1.6	53	1.5	34	0.9
b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	723	20.0	777	21.5	602	16.7

c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	484	13.4	749	20.8	481	13.3
d. Children who improved functioning to reach a level comparable to same-aged peers	1,305	36.2	1,283	35.6	1,405	38.9
e. Children who maintained functioning at a level comparable to same-aged peers	1,039	28.8	747	20.7	1,087	30.1
Total	3,609	100%	3,609	100.1%	3,609	99.9%

Table 7.2 State Targets and Actual Data for Preschool Children Exiting in FFY 2010 Compared to State and National Actual Data for FFY 2009

Summary Statements	FFY 2009 State Actual % of children	FFY 2010 State Target % of children	FFY 2010 State Actual % of children	FFY 2009 National Actual % of children
Outcome A: Positive social-emotional skills (including social relationships)				
1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	63.4	63.0	69.6	78.8
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	67.5	67.5	64.9	60.5
Outcome B: Acquisition and use of knowledge and skills (including early language / communication and early literacy)				
1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	63.0	63.0	70.9	77.1

2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	57.8	57.5	56.2	52.1
Outcome C: Use of appropriate behaviors to meet their needs				
1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	70.6	70.5	74.7	77.3
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	74.3	74.0	69.0	65.0

Discussion of Targets in Table 7.2 and Explanation of Progress or Slippage that occurred for FFY 2010:

In an attempt to implement consistent data collection procedures that would support reliable data for Indicator 7, Louisiana has used one instrument to collect outcome data since Indicator 7 was introduced. However, changes to the instrument by the publisher and changes to the cut scores for the publisher’s OSEP analysis and reporting system have resulted in data that are not yet consistent enough to provide informative trends or project stable targets. When AEPSi cut scores for the OSEP performance categories were revised in fall 2010, a new baseline and new targets had to be established.

Increasing the rate of growth for children during their time in ECSE

Analyses of outcome data for FFY 2010 indicate that Louisiana exceeded targets for substantially increasing the rate of growth of children exiting ECSE services in all outcome areas. Summary Statement 1 results surpassed the target and demonstrated statistically significant growth from the prior year for positive social emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet needs. However, significant improvement will need to continue for the state’s performance to be comparable with that of the nation.

Children functioning within age expectations upon exit from ECSE

FFY 2010 data for each of the outcome areas show that the state fell short of its targets for the percent of children functioning within age expectations at exit. Analysis of the data shows statistically significant slippage from FFY 2009 performance for positive social emotional skills and use of appropriate behavior to meet needs. However, with only one data point for comparison (FFY 2009 to FFY 2010), it is difficult to draw any meaningful conclusion. Further analyses will be conducted to determine if this slippage can be attributed to the performance of specific districts and, if necessary, assistance will be sought from the publisher and the Early Childhood Outcomes Center to determine a possible explanation for the slippage.

Discussion of Improvement Activities Completed:

Improvement Activity 7.1	Timelines	Resources
1. A two-day Pre-Kindergarten and Kindergarten Conference held annually to enable teachers to attend sessions dealing with content and subject matter in early childhood education	FFY 2007 – FFY 2012	National, regional, local, and LDOE presenters
Discussion: The 2011 Conference sponsored by the LDOE was attended by approximately 1,400 regular and special education preschool and kindergarten teachers, support staff, and administrators from across the state. In addition to keynote speakers and sessions that addressed a broad spectrum of topics in early childhood education, there were specific sessions of interest for teachers of children with disabilities. We hope to support inclusion and improved child outcomes by providing teachers with this professional development and networking opportunity.		
2. <i>ECERS – R</i> evaluation of preschool programs, including assessment of the extent that children with disabilities participate in all class activities. LDOE targets assistance where needs are determined to be the greatest.	FFY 2007 – FFY 2010	Program Consultants (LDOE), Contract staff with expertise and experience with early childhood education
Discussion: This ongoing annual activity provides same-day feedback to teachers, principals, and central office staff relative to an appropriate inclusive education environment for preschool children with disabilities, thereby optimizing their potential for progress. Approximately 40 formal classroom evaluations were conducted in FFY 2010. Additionally, approximately 130 technical assistance visits were made to classrooms in order to provide feedback and support outside of the formal evaluation process.		
3. Provide in-service to districts to instruct how to use the <i>AEPSi</i> .	FFY 2010, 2011 & 2012	Brookes Publishing
Discussion: Because of ongoing staff turnover in local districts, there remains a need for <i>AEPSi</i> data entry training. Additionally, the LDOE upgraded its subscription service so that child records remain active year-round and all reporting features are available to district personnel. In spring 2011, LDOE arranged for Brookes Publishing Company to conduct a series of three webinars that included an introduction /refresher to the system, reporting features, and administrator concerns. Each webinar was offered twice in a live format. The webinars were recorded and links made available to all users. Tutorials and tips that are specific to data entry for OSEP reporting are also available on the web site.		
4. Update meetings for special education supervisors, preschool coordinators, and Part C state and regional staff are held each year during the fall and spring in various parts of the state to discuss early childhood issues and concerns.	FFY 2010, 2011 & 2012	LDOE ECSE Consultants
Discussion: Two update meetings were conducted; one in the fall and one in the spring, at locations in Central and South Louisiana. Preschool Outcome Data Reporting and Analysis was a designated agenda item for each of these meetings.		
5. Individualized technical assistance for each district relative to <i>AEPSi</i> data entry.	FFY 2010, 2011 & 2012	LDOE Staff, Brookes Publishing Company
Discussion: LDOE staff reviewed the Louisiana <i>AEPSi</i> data each quarter for accuracy. Districts were		

contacted and assistance was provided when data errors were identified. Additionally, technical assistance was provided to each district on an “on demand” basis by telephone and via email.		
6. LDOE representative attends the Early Childhood Outcomes Conference.	FFY 2010, 2011 & 2012	Part B Funds
Discussion: The LDOE preschool staff member charged with the responsibility to coordinate outcome data collection and reporting attended the annual NECTAC ECO Conference to stay informed of current issues and gather information to be communicated to local districts.		
7. Technical Assistance visits to preschool programs, including assessment of the extent that children with disabilities participate in all class activities. LDOE targets assistance where needs are determined to be the greatest.	FFY 2010, 2011 & 2012	LDOE ECSE Consultants
Discussion: Based on the assumption that providing services in the least restrictive environment optimizes outcomes, the LDOE has begun efforts to analyze preschool outcome data in comparison to LRE data to determine if there is a relationship. Districts are encouraged to examine outcomes and any possible relationship to service delivery models and settings for various subgroups.		

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development:

The Parent Survey developed by the National Center on Special Education Accountability Monitoring (NCSEAM) was used for gathering information to report on Indicator 8 for FFY 2010, which is the same version of the survey used in previous years. Decisions regarding the state’s progress toward Measurable and Rigorous Targets and the state’s successful implementation of Improvement Activities were made with input from the SPP Steering Committee, a statewide group of Louisiana stakeholders who met in the spring and fall.

The district-level results of the SY2010-11 Parent Survey are reported in Louisiana’s FFY 2010 annual District Performance Profiles. The contractor that compiles and analyzes Louisiana’s parent survey data also creates IDEA Parent Survey district-level reports for each surveyed district. This information allows each district to target its improvement efforts for Indicator 8 based on its own district-level results.

Based on a revised survey plan, approved by the Office of Special Education Services in 2008, Louisiana mailed the SY2010-11 (SPP Year 6) to 22,492 homes of students with disabilities located primarily in the southern half of the state, and included all of the 2005 federally-declared Hurricane Disaster areas that were unable to be surveyed in previous years in the 6-year cycle. Included in the SY2010-11 parent survey were families of students with disabilities enrolled in charter schools that began operation after the 2005-06 school year and included those charters that began serving students in the 2010-11 school year. In FFY 2005 through FFY 2010, there were no districts in Louisiana with a student count over 50,000.

During the 2010-2011 school year, there was a clarification of Louisiana’s state contracting policy that precluded Louisiana continuing to use the services of the contractor that worked successfully on Louisiana’s Indicator 8 parent survey for SPP Years 1-5. The state education agency (SEA) was required to change from a non-competitive contract process to a competitive one that resulted in the identification of a new contractor for this annual work. The competitive selection process and contract approval process took far longer than the SEA anticipated. Hence, some of the data gathering for this indicator occurred outside of the FFY 2010.

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY	Measurable and Rigorous Target
FFY 2010	47%

Actual Target Data for FFY 2010: 32%

[(551 parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by (the total of 1,732 respondent parents of children with disabilities)] times 100. ($551 \div 1732 \times 100 = 31.81\%$)

In FFY 2010, there were 22,492 surveys mailed to parents, and 1,732 surveys with valid data were returned for a return rate of 7.8 %.

Prior data show that the percent of parents meeting the indicator standard increased from 31% in FFY 2007 to 36% in FFY 2008 to 39% in FFY 2009. The trend data from FFY 2007 to FFY 2009 show steady gains in this indicator. The seven percentage point decrease in Louisiana’s performance on this indicator from FFY2009 to FFY2010, however, is disappointing.

One factor that should be considered when comparing Year 6 Survey/SY2010-11 performance data to Louisiana’s longitudinal data for this indicator is that the Year 6/SY2010-11 Louisiana parent survey data capture the responses of a significant number of parents displaced by a total of four major hurricanes (2005 and 2008) who previously were unable to participate in the parent survey. A very large number of the mailed surveys (1,876), 8.3% of surveys mailed, were returned to the SEA by the U.S. Postal Service as undeliverable, which may be indicative of the continued higher than normal mobility of many families in southern Louisiana since September 2005.

The Indicator 8 targets for Years 7 and 8 of the State Performance Plan have been discussed and agreed upon by Louisiana’s stakeholder group. The targets for the two-year extension of the SPP reflect anticipated growth based on the actual results and reported data from the larger, more representative sampling in SPP Years 3, 4, and 5.

The Year 6 *Analysis of Parent Survey Data* report will be an attachment to the Indicator 8 APR submission.

Percent of Parents at or above Standard by Racial/Ethnic Category				
Race/Ethnicity	Total Number Returning Survey	Number at or above the Standard Value of 600	Percent at or above the Standard Value of 600	95% Confidence Interval for the Population Percentage
American Indian or Alaskan Native	8	1	13%	3%-48%
Asian or Pacific Islander	35	15	43% %	28%-59%
Black/African-American (Not Hispanic)	577	149	26%	22%-30%
Hispanic or Latino	52	12	23%	14%-36%
White (Not Hispanic)	1031	364	35%	32-38%

1,703 Child Count

Percent of Parents at or above Standard by Grade Category				
Grade Category	Total Number Returning Survey	Number at or above the Standard Value of 600	Percent at or above the Standard Value of 600	95% Confidence Interval for the Population Percentage
Pre-Kindergarten	101	38	38%	28%-47%
Kindergarten – Grade 5	787	266	34%	31%-37%
Grades 6-8	414	114	28%	23%-32%
Grades 9 – 12	430	133	31%	27%-35%

1,732 Child Count

Schools' Efforts to Partner with Parents Scale (SEPPS) Parent Participation Survey Items Ranked According to Frequency of Agreement Responses – From Highest to Lowest Agreement		
Item #	Parent Survey Item	Percent of Parents who Agree, Strongly Agree, or Very Strongly Agree
9	My child's evaluation report is written in terms I understand.	94%
16	Teachers and administrators respect my cultural heritage.	93%
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	92%
10	Written information I receive is written in an understandable way.	92%
11	Teachers are available to speak with me.	91%
5	All of my concerns and recommendations were documented on the IEP.	89%
18	The school has a person on staff who is available to answer parents' questions.	88%
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	87%
12	Teachers treat me as a team member.	87%
15	Teachers and administrators encourage me to participate in the decision-making process.	84%
17	Teachers and administrators ensure that I have fully understood the Procedural Safeguards.	84%

**Schools' Efforts to Partner with Parents Scale (SEPPS)
Parent Participation Survey Items Ranked According to Frequency of Agreement Responses – From
Highest to Lowest Agreement**

Item #	Parent Survey Item	Percent of Parents who Agree, Strongly Agree, or Very Strongly Agree
14	Teachers and administrators show sensitivity to the needs of students with disabilities.	83%
22	The school offers parents a variety of ways to communicate with teachers.	81%
13	Teachers and administrators seek out parent input.	79%
23	The school gives parents the help they may need to play an active role in their child's education.	78%
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	77%
19	The school communicates regularly with me regarding my child's progress on IEP goals.	77%
20	The school gives me choices with regard to services that address my child's needs.	74%
25	The school explains what options parents have if they disagree with a decision of the school.	74%
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	71%
6	Written justification was given for the extent that my child would not receive services.	70%
24	The school provides information on agencies that can assist my child in the transition from school.	64%
7	I was given information about organizations that offer support for parents of students with disabilities.	60%
21	The school offers parents training about special education issues.	51%
2	I was offered special assistance (such as child care) so that I could participate in the IEP meeting.	47%

SY 2010-11 Louisiana Parent Survey

Discussion of Improvement Activities Completed and Explanation of Progress that occurred for FFY 2010:

Improvement Activity 8.1	Timeline	Resources
<p><u>Families Helping Families Resource Centers (FHF)</u> will promote collaboration between families, local education agencies (LEA) special education programs, related services, and general education staff to address issues resulting in improvement(s) in school curriculum, school environment, and improved professional partnerships through ongoing communication, referral and staff collaboration:</p> <p>A. Families Helping Families Resource Centers will hold a minimum of six parent/educator training sessions per school year on topics such as:</p> <ul style="list-style-type: none"> • increasing meaningful parental involvement in all aspects of school activities and environments • least restrictive environment • IEP/program development • communication • assessment decisions, including Louisiana’s <i>Grade-Level Expectations</i> • transition 	<p>FFY 2006 – FFY 2010</p>	<p>Families Helping Families (FHF) Staff</p> <p>LDOE Funding</p> <p>LDOE Staff and/or contracted persons/agencies</p> <p>Speakers/Presenters (paid and/or volunteers)</p>
<p>B. Two of the training sessions will be presented in cooperation with at least one LEA in each of the regions:</p> <ul style="list-style-type: none"> • Region 1, Southeast Louisiana • Region 2, Greater Baton Rouge • Region 3, Bayou Land • Region 4, Acadiana • Region 5, Southwest Louisiana • Region 6, Crossroads 	<p>FFY 2006 – FFY 2010</p>	<p>Families Helping Families (FHF) Staff</p> <p>LDOE Funding</p> <p>LDOE Staff and/or contracted persons/agencies</p> <p>Speakers/Presenters (paid and/or volunteers)</p>

<ul style="list-style-type: none"> • Region 7, Northwest Louisiana • Region 8, Northeast Louisiana • Region 9, Northshore • Region 10, Greater New Orleans 		
<p>C. Families Helping Families Resource Centers will each hold one major parent/educator program targeting a minimum of 26 individuals (either independently or in conjunction with the LDOE).</p>	<p>FFY 2006 – FFY 2010</p>	<p>Families Helping Families (FHF) Staff</p> <p>DOE Funding</p> <p>DOE Staff and/or contracted persons/agencies</p> <p>Speakers/Presenters (paid and/or volunteers)</p>
<p>Discussion of 8.1 A: <u>Seventy-four</u> FHF workshops impacting <u>1,296</u> individuals with disabilities, parents and educators were conducted statewide by the ten regional family resource centers. These workshops were advertised in the centers’ newsletters and through cooperating community organizations; there were no fees charged to workshop participants.</p> <p>Discussion of 8.1 B: Each of the ten FHF centers worked collaboratively with its regional LEAs. In addition to the workshops discussed in 8.1, the ten centers conducted <u>forty-three</u> workshops for <u>576</u> individuals with disabilities, parents and educators on Transition for adolescents from school to post-school activities, independent living and employment. Transition specialists, who are employed a minimum of 24 hours per week at the centers, worked closely with LEAs as members of Core Transition Teams and as participants in agency fairs for individuals with disabilities and their families; the Transition Specialists represented individuals with disabilities and their families at <u>87</u> Core Team meetings. The LDOE deliverables encouraged the FHF centers to work closely with the LEAs to better assist LEAs in addressing parent concerns.</p> <p>Discussion of 8.1 C: The ten resource centers conducted <u>sixteen</u> conferences targeting the needs of individuals with disabilities, their families, and education professionals. Statewide, 1,400 individuals participated in these parent conferences.</p>		

Improvement Activity 8.2	Timeline	Resources
<p>Families Helping Families Resource Centers will each provide local education agencies, education organizations/agencies, community agencies and concerned individuals with information and support regarding academic/vocational/social issues relative to students with disabilities:</p> <p>A. Families Helping Families Resource Centers will each provide indirect support and resource materials for IEP, transition, and post-secondary academic/vocational opportunities to families, caregivers and educators by maintaining/upgrading family information resource centers:</p> <ol style="list-style-type: none"> 1. Maintain 1-800/local telephone numbers and fax line. 2. Maintain and regularly update/upgrade a lending library, to include special education/disability related pamphlets, brochures, books, audio-visual aids/equipment and computer generated research. 	<p>FFY 2006 – FFY 2010</p>	<p>Families Helping Families (FHF) Staff</p> <p>LDOE Funding</p> <p>LDOE Staff and/or contracted persons/agencies</p> <p>Speakers/Presenters (paid and/or volunteers)</p>
<p>B. Families Helping Families Resource Centers will each provide direct support and information to families, caregivers and educators.</p> <ol style="list-style-type: none"> 1. FHF staff will be available to accompany and/or assist parents through the IEP process. 	<p>FFY 2006 – FFY 2010</p>	<p>Families Helping Families (FHF) Staff</p> <p>LDOE Funding</p> <p>LDOE Staff and/or contracted persons/agencies</p> <p>Speakers/Presenters (paid and/or volunteers)</p>
<p>Discussion of 8.2 A (1): The ten family resource centers had toll-free and local telephone numbers, fax numbers and websites available for use by members of the community seeking information about IDEA concerns. There was an unduplicated count of <u>197,883</u> contacts statewide.</p> <p>Discussion of 8.2 A (2): The ten family resource centers maintained lending libraries which included special education/disability related pamphlets, brochures, books, audio-visual aids/equipment and computer generated research. There were <u>275,056</u> library materials disseminated.</p> <p>Discussion of 8.2 B (1): The ten family resource centers each employed an Educational Facilitator for the purpose of providing direct support and information to students with disabilities, their parents, and</p>		

education professionals. Educational Facilitators accompanied families to IEP meetings; Facilitators explained the IEP process and modeled appropriate and effective practices. There were 168,319 contacts where the Educational Facilitators and other FHF staff provided support for students with disabilities, their parents, and education professionals.

Improvement Activity 8.3	Timeline	Resources
<p>Families Helping Families Resource Centers will provide support/training to teacher education programs at post-secondary institutions by providing information and making training available (for at least one class of general education students or special education students or a combination of both majors) in university-level classes on the importance of meaningful parental involvement in the provision of a free appropriate public education for students with disabilities.</p> <p>A. FHF centers will establish and maintain a vital, collaborative working relationship with institutions of higher learning, including regular communication on events and training opportunities.</p>	<p>FFY 2006 – FFY 2010</p>	<p>Families Helping Families (FHF) Staff</p> <p>LDOE Funding</p> <p>LDOE Staff and/or contracted persons/agencies</p> <p>Speakers/Presenters (paid and/or volunteers)</p>
<p>B. FHF centers will provide staff adequate to make presentations and/or provide special education/disability-related information to institutions of higher learning.</p>	<p>FFY 2006 – FFY 2010</p>	<p>Families Helping Families (FHF) Staff</p> <p>DOE Funding, DOE Staff and/or contracted persons/agencies</p> <p>Speakers/Presenters (paid and/or volunteers)</p>
<p>Discussion of 8.3 A: The ten family resource centers collaborated with the institutions of higher education in their regions and provided presentations from an advocate’s perspective to regular and/or special education undergraduate students. <u>Twenty-four</u> of these presentations to <u>457</u> college /university students were documented during the reporting cycle.</p> <p>Discussion of 8.3 B: The Louisiana Department of Education supported the efforts of the family resource centers to hire, train and employ staff with expertise to serve as educational facilitators and transition specialists in its 2010-2011 contract funded under Part B of the Individuals with Disabilities Improvement Act of 2004.</p>		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010

Not Applicable

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Calculation – Total number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by the total number of districts in the State.

0/114 X 100 =0%

Two districts of one hundred fourteen districts with disproportionate representation of students with disabilities. No district had disproportionate under-representation of racial and ethnic groups in any specific disability category that was the result of inappropriate identification. Four districts were excluded from calculations because the number of students with disabilities enrolled was less than 10.

Definition of “Disproportionate Representation” and Methodology

The State used its October 1, 2010, Child Count and October 1, 2010, Enrollment count for calculations of Risk Ratio for the FFY 2010 SPP/APR submission.

The State uses the terms disproportionality and significant disproportionality interchangeably. That is, any district that is found to be disproportionate must conduct a review of its policies, practices and procedures to determine whether the disproportionality was a result of inappropriate policies, practices and procedures.

The State is utilizing the Risk Ratio (RR) in calculations of disproportionate representation:

- Overrepresentation: Risk Ratio greater than 2.0, minimum cell size of 10; or
- Underrepresentation: Risk Ratio less than 0.2, minimum cell size of 10.

Target Data for FFY 2010:

FFY	Measurable and Rigorous Target
FFY 2010	0%

Actual Data for FFY 2010:

Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
FFY 2010 (2010 - 2011)	114	2	0	0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

The LDOE analyzed the October 1, 2010, Child Count data for all students with disabilities in the calculation of disproportionality. In addition to analyzing the child count data for FFY 2010, LDOE reviewed the child count data for all students with disabilities for FFY 2009 and FFY 2008 to determine if there was improvement or slippage and to review the trends within the state over the last three years. This review of longitudinal data indicated that Louisiana has continued to decrease the number of districts with risk ratios exceeding the state definition.

Districts that had disproportionate representation were placed into two tiers. There was 1 district that was placed in Tier I due to disproportionate representation; 0 districts were placed in Tier II. One district had a risk ratio that would have placed it into Tier II; however, it is a special education center and all students are identified prior to enrollment at this residential center. LDOE required all districts that had disproportionate representation to complete the Louisiana Self Monitoring and/or Self Review Tool developed by Sue Gamm, Esq. to review their policies, practices, and procedures. This tool incorporates required Response to Intervention policies, practices and procedures that must be used to the identification of students for the categories of SLD, MD, and OHI. Technical assistance was provided to districts as they completed the Self Review Tool. Through the reports that districts generated as a result of this Self Review, it was determined that Louisiana has no district that has disproportionate representation based on inappropriate policies, procedures, or practices for FFY 2010.

In June 2010, the State Board of Elementary and Secondary Education approved Louisiana's Response to Intervention (RtI) Plan Implementation plan, which aligns with federal and state policies and initiatives. At the present time, the draft RtI policy, which addresses academics and behavior, has been edited with the assistance of the United States Department of Education (USDOE) to ensure that policy language will not conflict with supplanting issues with ESEA Titles and EIS funds that are used to support RtI. RtI is integrated into Louisiana's Comprehensive Literacy Plan to facilitate differentiated instruction for all students. State RtI actions have included a summer institute that addressed issues such as RtI implementation, funding, scheduling, disproportionality issues, and professional development. LDOE is partnered with the National Center on Response to Intervention and 4 local education agencies (LEA) to pilot direct RtI professional development support and measure outcome data. RtI is seen as integral to School Improvement.

The statewide PBS initiative continues to be one of the vehicles for addressing the requirements of

indicators 4, 9, and 10. This initiative is based on the RtI process, and requires interventions at the universal, secondary and tertiary levels.

Building on the infrastructure of support established through the Regional Coalition structures, each district has had continued access to trainings related to increasing its capacity for addressing challenging behavior. During the 2010-11 school year, the eight regional Positive Behavioral Interventions and Services (PBIS) Coalitions continued to be supported in order to increase the capacity of the LDOE to provide staff development and technical assistance to districts and individual schools statewide. All regions sponsored universal, secondary, and tertiary training. In addition, training was provided to supervisory personnel. A trainer of trainer (TOT) occurred throughout the state in all regions to increase the capacity and sustainability of the PBIS process. The LDOE continues to provide technical assistance, training, and staff development for both school and district personnel who are disproportionate in identification, as well as in discipline. In order to examine if inappropriate practices, policies and procedures were the reason for disproportionate representation, districts were placed in 2 tiers. Tier 1 included LEAs that were disproportionate in all students with disabilities and/or in two disability categories

Improvement Activity 9.19	Timelines	Resources
LDOE will continue with the grant for the continued implementation and continuation of Positive Behavior Support in the State.	June 2012	LSU Positive Behavior Support Project
Discussion: LDOE has continued the PBIS Grant in Louisiana. Eight regional coalitions have provided professional development at the universal, secondary, and tertiary level.		
Improvement Activity 9.20	Timelines	Resources
Professional Development regarding “Culturally Responsive Teaching Practices” will be provided to teachers and administrators throughout the state.	June 2012	Dr. Troy Allen LDOE Staff
Discussion: Dr. Allen has worked with district supervisors to help them better identify culturally responsive teaching practices.		
Improvement Activity 9.21	Timelines	Resources
Professional Development will be provided to those districts identified with disproportionate representation regarding the use of the Louisiana Self-Review Tool and to assist them in examining their data.	June 2010	LDOE Staff
Discussion: Professional development was delivered to districts as requested by the district to assist them with the completion of the Self-Review activities.		
Improvement Activity 9.22	Timelines	Resources
Professional Development will continue regarding the Response to Intervention Model.	June 2012	LDOE Staff
Discussion: A summer institute was held for districts to discuss RtI implementation, funding, scheduling, disproportionality issues and professional development. LDOE has drafted a state policy on RtI in collaboration with USDOE.		

Correction of FFY 2009 Findings of Noncompliance (if State did not report 0%):
Not applicable

Correction of Remaining FFY 2007 Findings of Noncompliance (if applicable):
 Not applicable

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
None required	

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010 (if applicable):

Improvement Activity 9.23	Timelines	Resources
A national consultant will be contracted to develop online video modules to support Louisiana educators in developing awareness, knowledge, and skills needed to address disproportionality.	March 2012	Dr. Renae Azziz Virtuoso Educational Consulting LDOE Staff
Discussion: At the annual meeting of the SPP/APR Stakeholders, the consensus was that disproportionality must be addressed prior to identification for special education. These online videos will be available to all educators in the state.		
Improvement Activity: 9.24	Timelines	Resources
An online web resource guild will be developed to aid Louisiana educators in developing comprehensive action plans to address disproportionate representation in academic and behavioral outcomes.	April 2012	Dr. Renae Azziz Virtuoso Educational Consulting LDOE Staff
Discussion: Districts have expressed interest in expanding their knowledge regarding how to write effective comprehensive correction plans that are in effect for more than a year.		
Improvement Activity 9.25	Timelines	Resources
An online seminar outlining the current reality of disproportionality in Louisiana and best practices strategies toward remediation	May 2012	Dr. Renae Azziz Virtuoso Educational Consulting LDOE Staff
Discussion: This will help districts to realistically examine their data and better understand actions that must be taken to address disproportionate representation.		

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Calculation – Total number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by the total number of districts in the State.

$$0/114 \times 100 = 0\%$$

Fifty-six of one hundred fourteen districts with disproportionate representation of students with disabilities in specific disability categories. No district had disproportionate under-representation of racial and ethnic groups in any specific disability category. Four districts were excluded from calculations because the number of students with disabilities enrolled was less than 10.

The State used its October 1, 2010, Child Count and October 1, 2010, Enrollment count for calculations of Risk Ratio for the FFY 2010 SPP/APR submission.

Definition of “Disproportionate Representation” and Methodology

The State uses the terms disproportionality and significant disproportionality interchangeably. That is, any district that is found to be disproportionate must conduct a review of its policies, practices and procedures to determine whether the disproportionality was a result of inappropriate policies, practices and procedures.

The State is utilizing the Risk Ratio (RR) in calculations of disproportionate representation:

- Overrepresentation: Risk Ratio greater than 2.0, minimum cell size of 10; or
- Underrepresentation: Risk Ratio less than 0.2, minimum cell size of 10.

Target Data for FFY 2010:

FFY	Measurable and Rigorous Target
FFY 2010	0%

FFY	Actual Data
FFY 2010	0

Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that was the Result of Inappropriate Identification	Percent of Districts
FFY 2009	114	56	0	0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

The LDOE analyzed the October 1, 2010, Child Count data for all students with disabilities in the calculation of disproportionality. In addition to analyzing the child count data for FFY 2010, LDOE reviewed the child count data for all students with disabilities for FFY 2009 and FFY 2008 to determine if there was improvement or slippage and to review the trends within the state over the last three years.

Districts that had disproportionate representation were placed into two tiers. There were 44 districts that were placed in Tier I due to disproportionate representation; 12 districts were placed in Tier II. LDOE required all districts that had disproportionate representation to complete the Louisiana Self Monitoring and/or Self Review Tool developed by Sue Gamm, Esq. to review their policies, practices, and procedures. This tool incorporates required Response to Intervention policies, practices and procedures that must be used to the identification of students for the categories of SLD, MD, and OHI. Technical assistance was provided to districts as they completed the Self Review Tool. Through the reports that districts generated as a result of this Self Review, it was determined that Louisiana has no district that has disproportionate representation in any of the 6 selected disability categories based on inappropriate policies, procedures, or practices for FFY 2010.

In June 2010, the State Board of Elementary and Secondary Education approved Louisiana's Response to Intervention (RtI) Plan Implementation plan, which aligns with federal and state policies and initiatives. At the present time, the draft RtI policy, which addresses academics and behavior, has been edited with the assistance of the United States Department of Education (USDOE) to ensure that policy language will not conflict with supplanting issues with ESEA Titles and EIS funds that are used to support RtI. RtI is integrated into Louisiana's Comprehensive Literacy Plan to facilitate differentiated instruction for all students. State RtI actions have included a summer institute that addressed issues such as RtI implementation, funding, scheduling, disproportionality issues, and professional development. LDOE is partnered with the National Center on Response to Intervention and 4 local education agencies (LEA) to

pilot direct RtI professional development support and measure outcome data. RtI is seen as integral to School Improvement.

The statewide PBS initiative continues to be one of the vehicles for addressing the requirements of Indicators 4, 9, and 10. This initiative based on the RtI process, and requires interventions at the universal, secondary and tertiary levels.

Building on the infrastructure of support established through the Regional Coalition structures, each district has had continued access to trainings related to increasing its capacity for addressing challenging behavior. During the 2010-11 school year, the eight regional Positive Behavioral Interventions and Services (PBIS) Coalitions continued to be supported in order to increase the capacity of the Department to provide staff development and technical assistance to districts and individual schools statewide. All regions sponsored universal, secondary, and tertiary training. In addition, training was provided to supervisory personnel. A trainer of trainer (TOT) occurred throughout the state in all regions to increase the capacity and sustainability of the PBIS process.

See Indicator 9 for a review of Improvement Activities related to Indicators 9 and 10.

Correction of FFY 2009 Findings of Noncompliance (if State reported more than 0% compliance):

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 3.51%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	4
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	4
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

There were three districts and one charter school association that had findings of non-compliance during FFY 2009. The charter school association was required to develop consistent policies, procedures, and practices regarding the fidelity of interventions. The corrective action plan required that they revise their policies and procedures, as well as adopt a universal social/emotional screening. These policies and procedures were revised to more clearly define when interventions should be implemented and revised. These policies and procedures were adopted by their board and a screening tool for internalizing and a screening tool for externalizing were adopted. A copy of the minutes of the board were submitted as documentation of this change and placed on their website for public review.

Another district was required to develop strategies to implement interventions with fidelity. In conjunction with national consultants, a five year strategic plan has been developed to address disproportionality; this plan was submitted to LDOE. This district appointed a disproportionality site person, provided disproportionality training to school facilities, and has conducted a disproportionality parent and community forum. The Disproportionality Program Administrator collaborates with school

administrators and other departments regarding out of school suspensions and excessive office referrals, as well as serves on the district school improvement team. The district has also obtained a grant for a day treatment center to address the mental health needs of students needing intensive mental health treatment while attending school.

The third district was required to revise their policies and procedures for early identification and interventions for all students who may be at academic or behavioral risk. This was completed and of the approval of these changes by the district school board was published in the local newspaper. A copy of the newspaper notification was submitted to LDE.

Finally, the fourth district was required to develop district-wide policies and procedures for RtI Academic and Behavioral Interventions. This was completed and copies sent to the LDE. In addition, these new policies were posted to the districts website.

No district or charter school had child specific cases of inappropriate policies, procedures or practices. These districts and charter school had only systemic issues. To satisfy the second prong of OSEP Memo 09-02, a desk audit was completed on these four districts using their data for 2010-11. The results of this desk audit did not reveal any inappropriate policies, procedures or practices. Results from the data review of the October 1, 2011, IDEA Child Count indicate that the risk ratio(s) in all 4 of the districts have decreased.

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

Not applicable

Actions Taken if Noncompliance Not Corrected:

NA

Verification of Correction (either timely or subsequent): NA

Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable):

Not Applicable

Correction of Any Remaining Findings of Noncompliance from FFY 2005 or Earlier (if applicable):

NA.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
Because the state reported less than 100% compliance for FFY 2009 (greater than 0% actual	There were three districts and one charter school association that had findings of non-compliance

target data for this indicator), the State must report on the status of correction of noncompliance reflected in the data the State reported for this indicator. The State must demonstrate, in the FFY 2010 APR, that the districts identified in FFY 2009 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 CFR §§300.111.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02). In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction. If the State is unable to demonstrate compliance with those requirements in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.

during FFY 2009. The charter school association was required to develop consistent policies, procedures, and practices regarding the fidelity of interventions. The corrective action plan required that they revise their policies and procedures, as well as adopt a universal social/emotional screening. These policies and procedures were revised to more clearly define when interventions should be implemented and revised. These policies and procedures were adopted by their board and a screening tool for internalizing and a screening tool for externalizing were adopted. A copy of the minutes of the board were submitted as documentation of this change and placed on their website for public review.

Another district was required to develop strategies to implement interventions with fidelity. In conjunction with national consultants, a five year strategic plan has been developed to address disproportionality; this plan was submitted to LDOE. This district appointed a disproportionality site person, provided disproportionality training to school facilities, and has conducted a disproportionality parent and community forum. The Disproportionality Program Administrator collaborates with school administrators and other departments regarding out of school suspensions and excessive office referrals, as well as serves on the district school improvement team. The district has also obtained a grant for a day treatment center to address the mental health needs of students needing intensive mental health treatment while attending school.

The third district was required to revise their policies and procedures for early identification and interventions for all students who may be at academic or behavioral risk. This was completed and of the approval of these changes by the district school board was published in the local newspaper. A copy of the newspaper notification was submitted to LDE.

Finally, the fourth district was required to develop district-wide policies and procedures for RtI Academic and Behavioral Interventions. This was completed and copies sent to the LDE. In addition, these new policies were posted to the districts website.

Monitoring Priority: Effective General Supervision Part B / Child Find

No district or charter school had child specific cases of inappropriate policies, procedures or practices. These districts and charter school had only systemic issues. To satisfy the second prong of OSEP Memo 09-02, a desk audit was completed on these four districts using their data for 2010-11. The results of this desk audit did not reveal any inappropriate policies, procedures or practices. Results from the data review of the October 1, 2011, IDEA Child Count indicate that the risk ratio(s) in all 4 of the districts have decreased.

Based on the FFY 2010 disproportionality review, none of the 4 districts were found to have significant disproportionality that was a result of inappropriate policies, practices and procedures.

Part B State Annual Performance Report (APR) for FFY 2010

Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

<p>Measurement:</p> <p>a. # of children for whom parental consent to evaluate was received.</p> <p>b. # of children whose evaluations were completed within 60 days (or State-established timeline).</p> <p>Account for children included in a. but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.</p> <p>Percent = [(b) divided by (a)] times 100.</p>

FFY	Measurable and Rigorous Target
FFY 2010	100%

Actual Target Data for FFY 2010:

Children Evaluated Within 60 Days (or State-established timeline):

a. Number of children for whom parental consent to evaluate was received	12,276
b. Number of children whose evaluations were completed within 60 days (or State-established timeline)	12,221
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established-timeline) (Percent = [(b) divided by (a)] times 100)	99.55%

Account for children included in (a) but not included in (b):

The initial evaluation must be conducted within 60 business days of receiving parental consent for the evaluation, with appropriate extensions as described below:

1. End of the Year Extension. If the LEA begins an evaluation and there are fewer than 60 business days remaining in the LEA's current school year, the LEA may take this type of extension. However, the number of days used between the parental signature and June 1 (the SER official beginning date for summer) will be subtracted from the 60 business days, and the timelines will begin again on September 1 (the SER official ending date for summer) with the number of days remaining of the initial 60 days prior to the summer break.

2. Parentally Approved Extension. If the LEA is making sufficient progress to ensure a prompt completion of the evaluation but needs extended time to assess the student in all areas of the suspected exceptionality, the parent and the LEA may agree to a specific time when the evaluation will be completed.

Data for this indicator are collected through the Special Education Reporting System (SER). The electronic system calculates the end date by which each evaluation must be completed.

Indicate the range of days beyond the timeline and provide reasons for the delays:

There were a total of 55 initial cases not completed within 60 days or within state established timelines. All of the cases were subsequently completed.

As a result of the data run on August 1, 2011, 49 55 initial evaluations were found to have been non-compliant with regard to timely completion. Of those 49 55 cases, it was determined that

- 33 39 cases were out of compliance between 1 – 7 days. Of these 39 cases, 6 resulted in a conclusion of no disability.
- 6 cases were out of compliance between 8 – 18 days
- 10 cases were out of compliance between 19 – 47 days.

There were also 6 cases that were non-complaint that resulted in a conclusion of no disability. All of those cases were completed within 1 to 7 days past the due dates.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:

All districts have completed plans of action indicating the reason(s) for the non-compliance, when the evaluation was subsequently completed and an IEP developed, and what measures will be taken to assure non-compliance will not be repeated. In order to satisfy the second prong of OSEP Memo 09-02, compliance reports are reviewed quarterly. Correction of non-compliance is achieved when the LEA reaches 100% compliance in timely evaluations in any given quarter of the following fiscal year.

In order to satisfy the second prong of OSEP Memo 09-02, compliance reports are reviewed quarterly. Correction of non-compliance is achieved when the LEA reaches 100% compliance in timely evaluations in any given quarter of the following fiscal year.

Improvement Activities/Timelines/Resources:

Improvement Activities 11.6	Timelines	Resources
Continue to reduce the number and length of extensions allowed on initial evaluations. <ul style="list-style-type: none"> • Review monthly SER reports for indications that there 	FFY 2009 –	LDOE Staff Monthly Special Education Reports

<p>are decreases in the use of extensions in those districts where professional development was conducted. Provide follow-up professional development if guidelines for the appropriate use of extensions are not followed.</p> <ul style="list-style-type: none"> • Phone calls to district pupil appraisal coordinators. 	FFY 2010	
<p>Justification: The number of extensions has decreased since APR process was first developed and reported. With the allowance of only 2 types of extensions, the number of extensions has diminished Statewide.</p>		
Improvement Activity 11.7	Timelines	Resources
Each non-compliant LEA must submit a plan of action that will result in the LEA reporting to the LDOE the reasons for non-compliance, and the action to be taken to address the non-compliances the following year.	FFY 2010 – FFY 2012	LDOE Pupil Appraisal staff; District Pupil Appraisal Staff
<p>Justification: In order to further reduce the instances of noncompliance, any LEA that is noncompliant will be required to identify the issue that caused- the noncompliance, and provide measurable activities for ensuring future compliance.</p>		
Improvement Activity 11.8	Timelines	Resources
Review a number of initial evaluations. The review will include compliance indicators, as well as the use of best practices. Weakness in the evaluation procedures will also be noted.	FFY 2009 - FFY 2012	LDE Personnel, Data Managers
<p>Justification: Conducting reviews through desk audits of evaluations from districts non-compliant the previous year, as well as random audits of other districts, has helped LDOE identify to whom to offer necessary technical assistance to assure compliance.</p>		

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
<p>OSEP appreciates the State's efforts and looks forward to reviewing in the FFY 2010 APR, due February 1, 2012, the State's data demonstrating that it is in compliance with the timely initial evaluation requirements in 34 CFR §300.301 (c)(1). Because the State reported less than 100% compliance for FFY</p>	<p>All districts have completed plans of action indicating the reason(s) for the non-compliance, when the evaluation was completed and an IEP subsequently developed, and what measures will be taken to assure non-compliance will not be repeated. In order to satisfy the second prong of OSEP Memo 09-02, compliance reports are reviewed quarterly. Correction of non-compliance is achieved when the</p>

<p>2009, the State must report on the status of correction and noncompliance reflected in the data the State reported for this indicator.</p> <p>When reporting on the correction of noncompliance, the State must report, in its FFY 2010 APR, that it has verified that each LEA with noncompliance reflected in the FFY 2009 data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction.</p> <p>If the State does not report 100% compliance in the FFY 2010, due February 1, 2012, the State must review its improvement activities and revise them, if necessary.</p>	<p>LEA reaches 100% compliance in timely evaluations in any given quarter of the following fiscal year.</p> <p>During the September 2011 Stakeholders' meeting, the group examined the Improvement Activities for each Indicator. A critical analysis was done to determine if the activity was clearly explained, whether it appears to be effective (i.e., whether it was affecting performance of the indicator), and whether it should be continued, changed, or deleted. This indicator was part of this process. The group decided to maintain the current activities, and to include an additional activity to address the new districts in the state.</p>
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Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance (actual target data) State reported for FFY 2008 for this indicator: 99.86%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	11
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	11
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

NA

Actions Taken if Noncompliance Not Corrected:

NA

Verification of Correction (either timely or subsequent):

NA

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008:

NA

Non-compliance for all districts lasted no longer than 38 days and all districts remained compliant under the required guidelines detailed above.

NA

Correction of Remaining FFY 2007 Findings of Noncompliance (if applicable):

NA

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010 (if applicable):

Improvement Activity 11.9	Timelines	Resources
As new LEAs are established, an in-service will be offered to appropriate "district" personnel on the rules related to qualified examiners, timelines and criteria for each exceptionality as detailed in Bulletin 1508.	FFY 2010 – FFY 2012	LDOE staff
Justification: As new LEAs are established, there is a disconnect between running schools and following some federal and state guidelines. This activity is an attempt to bring attention the fact that new LEAs must adhere to federal rules, as well as some State laws.		

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children 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 birthdays.

(20 U.S.C. 1416(a) (3) (B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B (LEA notified pursuant to IDEA section 637(a)(9)(A) for Part B eligibility determination.)
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d – e)] times 100.

FFY	Measurable and Rigorous Target
FFY 2010	100%

Actual Target Data for FFY 2010:

99.37%

Describe the method used to collect data, and if the data are from monitoring, describe the procedures used to collect these data.

LEAs are responsible for entering their data in the Special Education Reporting (SER) system. LEAs are also directed via email to review their data each quarter to assure that the data are accurate and reliable. Since SER is a real time interactive database, LEAs are able to verify and make necessary updates during the year. LEAs are encouraged to continually review their data for accuracy and are monitored by the LDOE. The final data report is run and findings are made at the end of July of each year.

Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B (LEA notified pursuant to IDEA section 637(a)(9)(A) for Part B eligibility determination)	1899
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	142
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	1,722
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	8
e. # of children who were referred to Part C less than 90 days before their third birthdays.	16
# in a but not in b, c, d, or e.	35
Percent of children 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 birthdays Percent = [(c) / (a-b-d-e)] * 100	99.37%

Twenty-one children were served in Part C and found eligible for Part B, but did not have their IEPs developed and implemented by their third birthday. Another 14 children were determined not eligible for services, but not before their third birthday. The range of days beyond the third birthday and some of the reasons for the delays are provided below.

Based on data in the 2010-2011 reports, the range of days beyond the third birthday when eligibility was determined and the IEP developed and implemented is 1-274days. The majority of the delays were 10 days or less. The child for whom the IEP was completed 274days beyond the third birthday was reported by the LEA as parent delay. The IEP was completed prior to the third birthday, but the parent did not bring the child in to receive services. The LEA kept all documentation of their attempts to reach the parent. . Reasons for delays are as follows:

- Data entry errors
- LEA infrastructure difficulties (e.g., misfiling information, not forwarding information to appropriate personnel in a timely manner, etc.)
- Parents failed to keep scheduled appointments /parental delay

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

Louisiana did not meet its target for FFY 2010. The State is reporting 99.37% of children referred by Part C prior to age 3 were found eligible for Part B and had an IEP developed and implemented by their third birthdays. This represents an increase of 2.92% from data reported in FFY 2009.

As in previous years, Louisiana has made steady and continuous improvement toward meeting the 100% target for this indicator. Louisiana continues to show progress in correcting issues of data collection for this indicator. Improvement activities have continued to impact LEA compliance, as well as collaboration efforts between Part C and Part B. In order to continue this progress during 2011-2012, LEAs will be notified on a quarterly basis via e-mail to review their online data. The online data include IEP completion date and IEP implementation date. The LEAs will be instructed to frequently verify their data and to request technical assistance (TA) from LDOE personnel if necessary. TA forms will be completed electronically and returned to the LDOE staff. Follow-up TA will be provided upon request.

In July 2011, a state report was generated, and the LEAs were sent letters by August 22, 2011, notifying them of any noncompliance. The LEAs were required to complete a *Compliance* report, as well as a *Corrective Action Plan*. The *Compliance Report* requires that each individual instance of noncompliance with timelines be explained, corrected and documented. The *Corrective Action Plan* submitted by the LEA provides strategies that will be implemented to address any systemic problems that may have contributed to or resulted in noncompliance. Correction of noncompliance will be achieved when the LDOE has verified that all individual cases where the student's IEP was not implemented by the child's third birthday have been implemented, and the LEA reaches 100% in any given quarter that the LEA reports transitioning Part C to B students during the following year.

~~Correction of noncompliance will be achieved when the LEA reaches 100% in any given quarter that the LEA reports transitioning Part C to B students during the following year.~~

Improvement Activity 12.1	Timelines	Resources
<p>12.1 A. Develop and conduct bi-annual informational meetings with LEA Special Education Supervisors/Directors, LEA Preschool Coordinators, data entry personnel and Part C personnel. Reprint and distribute Transition Brochure at update meetings and upon request.</p>	<p>Nov. 2005 and thereafter, at bi-annual meetings</p>	<p>619 Preschool Special Education (ECSE) Team, Part C EarlySteps Coordinators</p>
<p>12.1 B. Provide Q and A on transition from Part C to Part B at the 2008-2009 bi-annual informational meetings. This Q and A is on the LDOE web for continued usage.</p>	<p>Fall and spring and thereafter as needed</p>	<p>619 ECSE Team OCDD/EarlySteps OSEP conference call</p>
<p>12.1 C. Review 2 year, 2 month, monthly report from OCDD/Early Steps of potential transition children and distribute to ECSE Regional Coordinators, ECSE Coordinators, and Special Education Supervisors/Directors. Collaborate with LEAs to ensure list is received from OCDD/Early Steps.</p>	<p>Dec. 2005, Monthly thereafter</p>	<p>OCDD/EarlySteps 619 ECSE Team ECSE Regional Coordinators LEA preschool personnel</p>

quarterly or as needed basis. The service start date or the implementation of the IEP will also be monitored.

12.1 E. Emails are sent each quarter by LDOE staff to Special Education Directors, Preschool Coordinators and data entry personnel to remind them to run their reports and review their data. TA is available throughout the year upon request. A letter was sent from the State Superintendent to the LEA Superintendents in August 2011 to inform each district of any findings for the 2010-2011 year. Corrective Action Plan forms, directions for completion and TA forms were also attached.

12.1 F. Transition booklets were reprinted in English and Spanish and were provided at both the fall and spring update meetings. . They are also available upon request.

12.1 G. Sessions were conducted relating to preschool special education at the 2011 Preschool and Kindergarten Conference.

Improvement Activity 12.2	Timelines	Resources
<p>12.2 A. Continue all monitoring begun in 2005-2006 on a quarterly basis.</p> <p>12.2 B. Continue with quarterly follow-up phone calls and technical assistance to LEAs.</p> <p>12.2 C. Provide quarterly targeted TA to LEAs.</p> <p>12.2 D. Provide a <i>Compliance Reporting</i> form and a <i>Corrective Action Plan</i> form to LEAs found noncompliant.</p> <p>12.2 E. Meet with stakeholders to review compliance with IDEA regulations; develop strategies to address noncompliant issues.</p>	<p>Quarterly during the school year</p> <p>August and every year thereafter</p> <p>Fall 2009 and ongoing, as needed</p>	<p>See above</p> <p>619 ECSE Team, ECSE Regional Coordinators, OCDD/EarlySteps</p> <p>LDOE personnel, Data management personnel LDOE Regional Coordinators</p> <p>LDOE Stakeholder Group</p>
<p>Discussion:</p> <p>12.2 A. LDOE continues to monitor data input on a quarterly basis.</p> <p>12.2 B. Quarterly follow-up phone calls are made to provide technical assistance (TA) when necessary. In July 2011, a state report was generated, and the LEAs were sent letters by August 22, 2011, notifying them of any 2010-2011 noncompliance.</p>		

12.2 C. A TA form is provided electronically to each LEA, allowing them to request assistance as needed throughout the year. Regional Special Education Early Childhood Coordinators will serve as the LDOE liaisons offering TA to all districts in their region regarding transition from Part C to Part B.

12.2 D. A compliance report is attached to the August letter sent to each LEA. LEAs found to be noncompliant must complete and submit the compliance report to LDOE, along with a Corrective Action Plan, by September 15, 2011. Regional Early Childhood Coordinators will provide the needed follow-up.

12.2 E. Meetings are held with stakeholders to discuss and review relevant issues concerning Part C to Part B transition.

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance)

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 96.45%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	21
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	21
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

There are no remaining findings of noncompliance for FFY 2009.

Actions taken if Noncompliance Not Corrected

Not Applicable

Verification of Correction (either timely or subsequent)

Correction of noncompliance is achieved when the LEA reaches 100% in any given quarterly review of the data during the following year. The LEA reaches 100% when the data entered into SER reflects that the IEP for each transitioning child is completed and implemented by the third birthday. LDOE staff monitors the data for LEAs with identified findings of noncompliance, and LDOE state and regional staff work closely with the Special Education Preschool Coordinators in each LEA to ensure regulations are followed.

Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable)

There are no remaining findings of noncompliance for FFY 2008.

Correction of Any Remaining Findings of Noncompliance from FFY 2007 or Earlier (if applicable)

There are no remaining findings of noncompliance for FFY 2007.

Additional Information Required by the OSEP APR Response Table (if applicable)

Statement from the Response Table	State's Response
<p>The State must demonstrate, in the FFY 2010 APR, that the State is in compliance with the early childhood transition requirements in 34 CFR §300.124(b). Because the State reported less than 100% compliance for FFY 2009, the State must report the status of correction of noncompliance reflected in the data the State reported for this indicator.</p>	<p>All noncompliance noted in FFY 2009 was corrected within one year of notification during FFY 2010. Uncorrected noncompliance that was noted during FFY 2006, FFY 2007 and FFY 2008 was also corrected during FFY 2009.</p>
<p>When reporting the correction of noncompliance, the State must report, in its FFY 2010 APR, that it has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.124(b) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction.</p>	<p>Based upon a review of 2010-2011 data from our State data system, the State has verified that all LEAs have achieved 100% compliance during FFY 2010, thus correcting FFY 2009 noncompliance. The State has further verified that IEPs have been developed and implemented, although late in some cases, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA.</p> <p>Verification was obtained by electronically matching birth date, IEP development date and IEP start date (implementation date). This match is done in the State data system. If the three dates do not properly align, the student record is flagged.</p>

Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2010 (if applicable):

Improvement Activity 12.5	Timelines	Resources
12.8 A. Develop and disseminate a question and answer document regarding transition issues	February 2010	LDOE Staff

<p>12.8 B. Provide additional training to LEA Special Education Directors, Early Childhood Coordinators, district data entry person and LDOE regional staff regarding revisions to SER and proper data entry.</p>	<p>Spring 2010 and as needed</p>	<p>LDOE Staff</p>
<p>Justification: Improvement Activity 12.8 was a new activity included to address the changes in our data collection system that attributed to our 2008-2009 slippages. All activities in Improvement Activity 12.8 have been completed and are incorporated in to Improvement Activity 12.5.</p>		

Part B State Annual Performance Report (APR) for 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2010	100%

Actual Target Data for FFY 2010:

The percent of youth with IEPs aged 16 and above with an IEP that was compliant in the area of transition was 76%. There were 408 records reviewed; of these, 311 were compliant. Louisiana did not meet its target for the indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

Though the state did not meet its target for this indicator, we did make significant gains from 54% during FFY 2009. The Department implemented a new monitoring process for Indicator 13 during the FFY 2009 and continued this process in FFY 2010. Districts that were selected for Indicator 13 monitoring were notified by letter that the state would conduct a desk audit in lieu of onsite monitoring. The desk audit consisted of select districts mailing in copies of IEPs, the transition services plan and other required documentation. Persons trained on the Indicator 13 checklist were able to monitor records for compliance.

Improvement Activity 13.1	Timelines	Resources
<ul style="list-style-type: none"> • Maintain Transition Compliance Data for annual evaluation of progress in providing for appropriate transition services to students through the use of Indicate 13 NSTTACC Checklist approved by OSEP. • Compare Transition Compliance data with Graduation and Dropout data to determine if transition compliance correlates with graduation and dropout rate. • Continue monitoring activities to support transition planning and outcomes. 	FFY 2006-2012	LDOE NSTTAC NPSO NDPC-SD
<p>Discussion: See discussion of Improvement Activity 13.3 and Improvement Activity 14.2</p>		
Improvement Activity 13.2	Timelines	Resources
<p>Targeted Technical Assistance</p> <ul style="list-style-type: none"> • LEAs found to be noncompliant in the area of transition services will collaborate with LDOE staff to decide a mutually agreed-upon course of action to correct non-compliance. • Correction of non-compliance will be documented. 	FFY 2010 – FFY 2012	LDOE Staff
<p>Discussion: During the 2010-2011 school year, districts who were cited for noncompliance in transition during FFY 2009-2010 received onsite technical assistance and technical assistance via telephone conference. Districts were required to submit Corrective Action Plans that included improvement activities and timelines that aimed to improve transition services in their district. Districts that participated in onsite technical assistance were required to send special education teachers, general</p>		

education teachers, and related services personnel (if applicable) to the training. The state transition supervisor requested that attendees bring at least two current IEPs to be reviewed using the Indicator 13 checklist. This process was a valuable activity for LEA staff, as evidenced in the training evaluations. Moreover, teachers were able to provide feedback to each other and make suggestions for program improvements. Programs improvements included working with school counselors to obtain updates on courses of study, developing separate agency invitation letters, and hosting annual transition fairs to increase interagency collaboration in the community.

Statement from the Response Table	State's Response
<p>Although OSEP did not consider data for Indicator 13 in its determinations for FFY 2009, OSEP is concerned about the State's very low FFY 2009 data (below 75%) for this indicator. In 2012, OSEP will consider the State's FFY 2010 data for Indicator 13 in determinations.</p> <p>The State must demonstrate, in FFY 2010 APR, due February 1, 2012, that the State is in compliance with the secondary transition requirements in 34 CFR §§300.320(b) and 300.312(b). Because the State reported less than 100% compliance for FFY 2009, the State must report on the status of correction of noncompliance reflected in the data the State reported for this indicator.</p> <p>The State must demonstrate, in FFY 2010 APR that the one remaining uncorrected noncompliance finding identified in FFY 2008 was corrected.</p> <p>When reporting on the correction of noncompliance, the State must report, in its FFY 2010 APR, that it has verified that each LEA with noncompliance reflected in the FFY 2009 data the State reported for this indicator and the LEA with remaining noncompliance identified in FFY 2008: (1) is correctly implementing 34 CFR §§ 300.320(b) and 300.321(b) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the</p>	<p>Though the State is not reporting 100% compliance for FFY 2010, it did make significant progress for this indicator, increasing from 54% compliance to 76% compliance.</p> <p>The one district that was reported as being noncompliant in FFY 2008, and had not corrected the noncompliance in FFY 2009, has now corrected the noncompliance. The State has verified that all individual instances of noncompliance in that district have been corrected, and have verified, through desk audits of a sample of transition plans, that the district is now 100% compliant with regard to Indicator 13.</p> <p>The State identified 9 districts in FFY 2009 that were noncompliant in the area of transition. The districts were required to complete a Corrective Action Plan (CAP) that detailed the districts' actions to correct their noncompliance within one calendar year. During FFY 2010, the State conducted desk audits to ensure that individual student's transition plans have been corrected, and that the district was no longer demonstrating noncompliance in the area of transition. These desk audits found that the abovementioned conditions were present in all nine districts, and that the districts were 100% compliant in the area of transition.</p>

<p>correction. If the State does not report 100% compliance in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary.</p>	
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

Improvement Activity 13.3	Timelines	Resources
<p>Increase interagency collaboration between districts and agencies that provide transition related supports.</p> <ul style="list-style-type: none"> The LDOE will work with Louisiana Rehabilitation Services to establish the Exit to Success Program that promotes early interagency collaboration, soft skills training, and work experience. 	<p>2010-2012</p>	<p>LDOE NSSTAC Regional Service Centers OCDD LRS Work Pays Coalition</p>
<p>Justification: This improvement activity is being updated to reflect current initiatives by the LDOE.</p>		

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth 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.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

A. Percent enrolled in higher education = [(# 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) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# 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 or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# 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, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

FFY	Measurable and Rigorous Target
2010	<p>A= 25.5% Enrolled in higher education</p> <p>B= 55.5% enrolled in higher education or competitively employed</p> <p>C= 73.8% enrolled in higher education or in some postsecondary education or training; or competitively employed or in some other employment</p>

Actual Target Data for FFY 2010: The state continues to use a census for this indicator and districts collect post school data by phone survey or through mail surveys. Districts submit their results to the Department through the Special Education Reporting System (SER). Survey results indicate that there were 8,477 students who exited during the 2009-2010 school year. Additionally, 4,134 former students responded to the post school follow-up survey which shows Louisiana's response rate was 49%. Results indicate that 937 students were enrolled in higher education, 1837 students were competitively employed and 430 were enrolled in some other type of post-secondary education. Louisiana calculated the results by dividing the number of respondents in each category by the total number of respondents in the post school survey and multiplying by each by 100 per the requirements of Indicator 14. The measurement results are as follows: Results indicate that A) 23.39% were enrolled in higher education, B) 67.97% were enrolled in higher education or competitively employed, and C) 83.53% were enrolled in higher education or in some postsecondary education or training; or competitively employed or in some other employment. The state also used the Indicator 14 response calculator to measure the representativeness of the respondents.

The state also used the Indicator 14 response calculator to measure the representativeness of the respondents. Our results indicate that of the students who responded to the survey minority students were under represented (2,186 out of 5068 minority leavers). Additionally, Students labeled emotionally disturbed ED were under represented (200 out of 426 leavers. The state will share the results with the SPP stakeholder group to determine if further analysis would be done to target underrepresented groups in the post school data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

The State did not meet its target for part A of Indicator 14; however, the state did exceed its target for parts B and C of Indicator 14.

The State is committed to ensuring that students with disabilities have access to and are enrolled in institutes of higher education. During the 2010-2011 school year, the Louisiana Health Sciences Center-Human Development Center was awarded funding for the Postsecondary Education Access for All Collaborative (PEAC). PEAC is a collaborative effort between the LSU HSC Human Development Center and Delgado Community College. PEAC is one of 27 model demonstration Transition Programs for Students with Intellectual Disabilities (TPSID) grants funded by the U.S. Department of Education. PEAC provides services to individuals with intellectual disabilities ages 18-21 who express an interest in attending a postsecondary institution and are currently enrolled in a participating school district. Recommendation for participation in PEAC is decided by each student's IEP team. Individuals involved in the PEAC program maintain a dual enrollment at Delgado Community College and their local school

district. The state plans to disseminate information on PEAC and related programs to districts aiming to increase post-secondary enrollment.

Improvement Activity 14.1	Timelines	Resources
<p>Increase the number of agency linkages prior to the student's exit year</p> <p>See Related Improvement activities in 13.3 and 13.4</p>	<p>FFY 2010-2012</p>	<p>LDOE NPSO LRA OCDD</p> <p>LAWIPA</p>

Improvement Activity 14.2	Timelines	Resources
<p>Conduct post school follow up research with students and staff to obtain qualitative post school outcome data.</p> <ul style="list-style-type: none"> • Present project results at local and national transition related meetings 	<p>FFY 2006-2012</p>	<p>LDOE University of New Orleans</p> <p>University of Louisiana Lafayette</p>

Discussion: The project was a collaborative effort between the Department of Education, University of Louisiana-Lafayette (ULL) and the University of New Orleans (UNO). The purpose of the project was to examine the State's collection, analysis, and dissemination of post school outcome data for students with disabilities by collecting quantitative and qualitative data from transition services providers, parents, and students. The project concluded with two train-the-trainers activities focused on *Best Practices for Successful Transition in Academics* and *Best Practices for Successful Employment*. Participants were provided a packet of materials that included a format for replication of the session, guides for using case studies for professional development training and instruction, actual case studies, evaluation instruments and resource guides. In addition to the training activities, the results of the study concluded with four recommendations that were given to the Department of Education:

1. Training on effective transition planning should be accessible to all staff working with students with disabilities and not limited to transition coordinators and transition core team members. Additionally, there should be multi-level training that is age and disability specific.
2. The state needs to focus on training for middle and high school special educators on identification and use of evidence based curricula and practices in the area of academics, employment, and transition instruction.
- 3: Though the state provided extensive training on transition services, parents and students reported a lack of understanding of the role of transition plans within the IEP process.
- 4: General education teachers and counselors need to be trained on transition services. More specifically, the counselors and teachers developing the required course of study/five year plan that is created in the eight grade require the training.

The Department of Education has taken the project recommendations and provided training and professional

development resources related to the areas of need. Additional information on state developed resources can be found on the states transition website. <http://transition.doe.louisiana.gov>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for

Improvement Activity 14.3	Timelines	Resources
The LDOE will work with select districts to increase student access to postsecondary education.	2011-2013	CCR Middle School Transition Staff University of Louisiana Lafayette Louisiana State University Human Development Center (LSU- HDC) Delgado Community College Bossier Parish Bossier Community College
Justification: This activity was added to reflect upcoming activities and initiatives that specifically address student access to post-secondary education.		

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.
Percent = [(b) divided by (a)] times 100.

States are required to use the “Indicator 15 Worksheet” to report data for this indicator (see Attachment A).

FFY	Measurable and Rigorous Target
FFY 2009	100%

Actual Data for FFY 2009:

67 divided by 69 X 100 = 97.1%

Louisiana reports a 97.1% correction of noncompliance. The State did not meet its target of 100%. The correction of noncompliance did increase by .04% from FFY 2009. The State is continuing to make overall progress in correction of noncompliance.

Describe the process for selecting LEAs for Monitoring:

The SPP/CIFMP Steering Committee, Louisiana's state-level stakeholder advisory group, meets in the spring of each year in preparation for the coming school year. The Committee examines Louisiana's data on students with disabilities and recommends indicators that should be used to identify monitoring priority areas. The Committee identified the following areas as focus areas for district selection in FFY 09:

1. Districts with a low percentage rate of proficiency on the State's 8th grade Assessment
2. Districts with the greatest number of students with disabilities removed more than 10 days for Disciplinary removals,

Districts are stratified into 4 population groups based on the total student population. Four districts are chosen for each identified focus area. Eight districts are randomly chosen (Generally, random districts are districts chosen by NCLB for focus on-site visits).

Noncompliance discovered in monitoring is required to be corrected as soon as possible, but in no case longer than one year after the State's identification. Upon receipt of written notification of noncompliance, districts are required to submit a Corrective Action Plan (CAP). A district must outline steps it will take to correct noncompliance and describe the timeline, personnel responsible and the evidence of compliance it proposes. The LEA is required to collaborate with the LDOE in developing the CAP and must submit its CAP within thirty-five business days of receipt of the on-site Summary of Findings Report. Upon receipt of findings, the LEA must immediately begin correcting non-compliance, and upon CAP approval the LEA demonstrates CAP implementation by submitting required documentation according to CAP timeline. The IDEA Monitoring Section reviews and documents receipt of all information.

Follow-up visits are conducted in all districts where previous noncompliance is identified. A monitoring team returns to a district and determines, through a review of a reasonable selection of the previously noncompliant files, whether the district has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district. The follow-up team also verifies that the district is correctly implementing all specific regulatory requirements related to the previously identified non-compliance through interviews, classroom observation and record reviews. Districts are notified in writing of their compliance status.

If it is determined that further corrective action is needed, an Intensive Corrective Action Plan (ICAP) with accelerated timelines is required, and the local school board must be notified. In districts having significant difficulties achieving compliance after state technical assistance and training, the LDOE has required that IDEA funds be used to employ state-approved special consultants.

When critical issues of noncompliance are identified by means other than on-site visits or data analysis, (including, but not limited to, complaints and financial risk assessments), targeted on-site compliance monitoring may be conducted. Proactive measures of self-evaluation, support, and technical assistance is available as a part of the monitoring process to ensure compliance with federal and state regulatory requirements. LDOE's Compliance Monitoring Handbook (Bulletin 1922) sets forth sanctions that the Department may take at any time, based on the severity of the continuing noncompliance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

Continued progress is attributed to the implementation of the improvement activities outlined in the FFY 2009 APR. Extensive technical assistance continues for personnel in districts with identified non-compliance. The State closely monitored the immediate correction of each instance of child-specific noncompliance following on-site visits and the special education regional coordinators assisted LEAs throughout the year in achieving correction in child-specific and specific regulatory requirements. The coordinators were readily available to provide assistance by reviewing records, providing technical assistance and frequent meetings with district staff. It is felt that the increased awareness and understanding of the impact of monitoring findings and correction in the Determination process has also caused district to put forth greater effort in correcting and maintaining compliance.

PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings			
3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	14	18	17
	Dispute Resolution: Complaints, Hearings	0	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of	Monitoring Activities: Self-Assessment/ Local APR, Data Review,	3	3	2

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
<p>children with disabilities for greater than 10 days in a school year.</p> <p>4B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p>	Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	0	0	0
<p>5. Percent of children with IEPs aged 6 through 21 -educational placements.</p> <p>6. Percent of preschool children aged 3 through 5 – early childhood placement.</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	3	3
	Dispute Resolution: Complaints, Hearings	0	0	0
<p>8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
<p>identification.</p> <p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p>	Dispute Resolution: Complaints, Hearings	4	4	4
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	11	11
12. Percent of children 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 birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	21	21	21
13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	9	9	9
	Dispute Resolution: Complaints, Hearings			

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
Sum the numbers down Column a and Column b			69	67

Note: For this indicator, report data on the correction of findings of noncompliance the State made during FFY 2009 (July 1, 2009 through June 30, 2010) and verified as corrected as soon as possible and in no case later than one year from identification.

Timely Correction of FFY 2009 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010) (Sum of Column a on the Indicator B15 Worksheet)	69
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	67
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	2

FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	2
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	2

Actions Taken if Noncompliance Not Corrected

For FFY 2009 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.

The 2009 finding not yet verified corrected is in two school districts. District A has one finding related to IEP development, review and revisions. District B has one finding related to disciplinary procedures.

The LDOE attributes District A’s failure to correct the one remaining finding, in part, to instances of noncompliance in specific schools that have not implemented the corrective actions according to the district’s Intensive Corrective Action Plan (ICAP) and lack of consistent implementation of the ICAP. The state has developed a Memorandum of Understanding (MOU) with the district with embedded IDEA corrective actions to address continuing noncompliance. The MOU includes the following responsibilities of the state to assist the district: Establish goals and expected outcomes that address student and system results that address academics (ELA and math assessment); Training on Response to Intervention; Training and technical assistance on differentiated instruction, assistive technology, UDL, scheduling and strategies that meet the needs of students with disabilities; IDEA compliance; Coordination of efforts with special consultant; Training and technical assistance on disciplinary

procedures and positive behavior activities; Provide support from LDOE Office of Innovation to support IDEA compliance work in watch list schools; Assist in connecting district to the Coordinated System of Care in its region for assistance with students exhibiting Tier 3 behaviors; Assign team of LDOE staff and experts to work with the district to improve compliance with IDEA and systems issues; and Provide technical assistance in assessing the district's special education staff capacity and organizational structure to ensure effective implementation of IDEA. The district responsibilities for the MOU are: assign a team to work internally and with the LDOE to systematically address the areas of IDEA noncompliance; Present the MOU at a district school board meeting; Participate in professional development and workshops provided by the LDOE related to instructional strategies; and District Superintendent is required to send a memorandum to all school administrators and teachers outlining the requirements of the special education corrective actions.

District B has one remaining citation related to disciplinary procedures. The district was able to clear the other four citations dealing with IEP development and failure to write FBAs and manifestation determinations appropriately. The LDOE attributes District B's failure to correct noncompliance due to some schools in the district not following disciplinary procedures for students with disabilities who exhibit behavioral issues. One issue District B has with discipline is providing all IEP services to students with disabilities who are suspended either out-of-school or in-school. There are also issues with consistency in writing and implementing behavior intervention plans for students with behavioral issues. The district was required to submit an ICAP to the LDOE and notify its local governing board of its noncompliant status. As a requirement of the ICAP, the district immediately corrected all student specific citations and submitted documentation of corrected plans to the LDOE. The ICAP activities developed by the district with assistance from the LDOE included monthly monitoring of discipline data, professional development on disciplinary procedures to all staff (general and special education teachers and administrators), revision of existing disciplinary procedures to align with federal and state guidelines, professional development for writing/implementing FBAs and BIPs and an LDOE representative participates in monthly special education meetings in the district. Additionally, to help address the areas of continued noncompliance, the LDOE has hired two staff members to work with the schools in District B in correcting noncompliance. One of the staff members works exclusively on-site with the schools on a daily basis in District B and the other staff member works on-site at least once a week or every two weeks to provide assistance. The LDOE continues to work closely with the district's special education staff.

Verification of Correction for findings of noncompliance reported in the FFY 2009 APR (either timely or subsequent):

As specified in OSEP's June 1, 2010, FFY 2008 SPP/APR Response Table, the State must, when reporting the correction of noncompliance for Indicator 15, report that it has verified that each LEA with findings of noncompliance identified in FFY 2009: (1) is correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02, dated October 17, 2008.

The LDOE identified thirty findings of noncompliance through its focused onsite monitoring process. Four findings were identified in the Dispute Resolution process and thirty-eight findings identified through the state's data system (Data Analysis). Five findings of non-compliance were verified through the local school system self review process.

The LDOE verified correction of the findings of non-compliance identified through the focused monitoring process in accordance with its Monitoring Procedures Guide, Bulletin 1922. Each district issued findings in FFY 2008 received a follow-up onsite visit during the next school year to determine if

the LEA had corrected identified noncompliance as soon as possible, but no later than one year. During the year, following each initial visit and the development of a corrective action plan, the LDOE received evidence on the completion of activities in the CAPs, designed to assist the districts to reach full compliance. To verify compliance, on-site team leaders and team members reviewed a sampling of the records of students previously cited to assure correction of non-compliance. In addition, individual student records developed subsequent to the initial visit were reviewed to assure that the district is correctly implementing the specific regulatory requirements. As is the procedure in the initial on-site visit, team members, in addition to record reviews, interviewed school administrators, teachers and service providers. They conducted classroom observations and interviewed central office staff to verify implementation of policies, practices and procedures and implementation of specific regulatory requirements. The team leader reported an LEA as having corrected noncompliance only if all data reviewed yielded 100% compliance.

The four findings of non-compliance identified through the dispute resolution process were student specific. Each LEA was required to submit documentation as proof of correction of the student specific noncompliance. Follow-up interviews were also conducted with parents to verify implementation.

For verification of findings identified through the state data system (i.e., Indicators 11 and 12), the State uses the two-prong process as directed by OSEP. The State first verifies that, for student specific instances of noncompliance, the district has completed the evaluation, or has developed and implemented the IEP for each child who is still in their jurisdiction. Secondly, the State uses the Special Education Reporting System (SER) to verify that the district reaches 100% compliance in any given quarterly review of the data during the following year. Once the district has satisfied both prongs, the State recognizes that they are now in compliance.

Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable)

For FFY 2008 findings for which the State has not yet verified correction (these are findings of noncompliance reported in the FFY 2008 APR as uncorrected and that remain uncorrected), explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.

There were four remaining FFY 2008 findings of non-compliance reported in the FFY 2009 APR. These findings were identified in three school districts. Two of the findings, identified through data analysis under Indicator 12, Part C to B Transition, are reported as corrected during the FFY09 APR correction period. The two remaining noncompliant findings were in one district and are related to discipline and IEP implementation (failure to provide appropriate accommodation and modifications).

The district with the two remaining 2007 findings was last monitored in April 2011 and was found to have continuing non-compliance. The LDOE already has in place an enforcement activity which is the appointment of a special consultant. The LDOE believes that the root cause of this district's continuing non compliance is the absence of leadership in its office of special education services. The district's special education director has been in and out of the office on medical leave for the past three years and has most recently retired. An interim special education supervisor has been appointed in his place this school year. With the assistance of the special consultant and his associates, the LDOE has verified correction of all student specific findings of non-compliance. This verification was made on-site by the consultant and through the submission of subsequent data to the LDOE by the district. Following the April 2011 onsite monitoring, the district, along with LDOE support, revised the existing ICAP to address the specific needs of the district. The special consultant and his associates are continuing to provide support in the areas of noncompliance by targeting individual schools for intensive professional development and technical assistance related to discipline and IEP implementation. The district has

revised policies and procedures and presented the revised ICAP to their local board for review and approval. The special consultant will continue to monitor ICAP implementation and quarterly provide written reports on the district's progress to the LDOE. A follow-up monitoring of the district is scheduled in April 2012.

If the State reported <100% for this indicator in its FFY 2008 APR and did not report that the remaining FFY 2007 findings were subsequently corrected, provide the information below:

1. Number of remaining FFY 2007 findings noted in OSEP's June 2010 FFY 2008 APR response table for this indicator	4
2. Number of remaining FFY 2007 findings the State has verified as corrected	2
3. Number of remaining FFY 2007 findings the State has NOT verified as corrected [(1) minus (2)]	2

Correction of Any Remaining Findings of Noncompliance from FFY 2007 or Earlier (if applicable)

Provide information regarding correction using the same table format provided above for findings reported in the FFY 2008 APR.

The LDOE reported in the FFY 2008 APR one finding of noncompliance from FFY 2007. This district, one of the state's largest urban districts, was required to secure the services of a special consultant who continues to work with them in the development and monitoring of an intensive corrective action plan related to discipline. A system wide corrective action team is in place and regularly meets to discuss issues and concerns regarding the CAP's review, revisions and implementation. An LDOE representative is also a member of this team and regularly attends professional development provided to district and school level staff. New data tracking procedures have been developed and are utilized across the district for purposes of monitoring and tracking disciplinary removals and the need to review and revise programs. The consultant speaks monthly with the LDOE CAP representative and provides written reports quarterly on the district's progress.

The LDOE attributes the positive CAP response to the superintendent who came to the district two years ago and a new supervisor of special education who was appointed last year. The superintendent has been a positive, active participant in the CAP development and team meetings. The superintendent and the special education supervisor have worked collaboratively to implement alternative ways of handling disciplinary issues, which has resulted in the decrease in disciplinary removals. This consultant was contracted to work with this district for a minimum of two years to assist the district in addressing all requirements regarding discipline and related issues for students with disabilities. CAP team meetings, data analysis and status meetings with the consultant provide ongoing guidance to the LDOE. The LDOE is hopeful that in the submission of the FFY2010 APR it will be able to report that the district has been released from its CAP agreement and meets all specific regulatory requirements. The district will be monitored in May 2012.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
<p>The State must demonstrate in FFY 2010 APR, that the remaining two findings of noncompliance identified in FFY 2007 and the remaining finding identified in FFY 2006 that were not reported as corrected in the FFY 2009 APR were corrected.</p>	<p>See discussion on pages 98 – 100.</p>
<p>In reporting on correction of noncompliance in FFY 2010 APR, the State must report that it verified that each LEA with noncompliance identified in FFY 2009 and each LEA with uncorrected findings of noncompliance identified in FFY 2008 : (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system: and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction.</p> <p>In addition, in reporting on Indicator 15 in the FFY 2010 APR, the State must use the Indicator 15, Worksheet</p> <p>Further, in responding to Indicators 10, 11, 12, and 13 in the FFY 2010 APR, the State must report on correction of the noncompliance described in the table under those indicators.</p>	<p>See discussion on pages 97 – 98.</p> <p>Indicator 15 worksheet is completed and attached.</p> <p>The correction of noncompliance for each of these indicators was addressed under the indicator.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010 (if applicable):

Improvement Activity 15.1	Timelines	Resources
<ul style="list-style-type: none"> Develop new self-review documents as a component of the new NCLB/IDEA Performance-based monitoring process 	2010-ongoing	LDOE Staff /Contracted Employee
<p>Justification for Timeline Modifications: The Self Review Process has not been implemented yet. It continues to be reviewed and revised as a result of the OSEP Verification Visit. Policies, Practices and Procedures related to self review are still in the process of being revised. New documents will be developed for use as a component of the on-site review process under the new combined NCLB/IDEA Performance Based Monitoring Process.</p>		
Improvement Activity 15.2	Timelines	Resources
<p>LDOE will revise <i>Bulletin 1922</i>, which outlines Louisiana’s <i>general supervision procedures</i>, to include appropriate guidelines for applying sanctions for non-compliance by LEAs.</p> <ul style="list-style-type: none"> Evaluate the effectiveness of the sanction process by comparing SPP baseline data from the Dec. 2, 2005, submission with data collected under new procedures. Investigate LEA noncompliance that exceeds one-year timelines to determine causes. Include all monitoring activities (desk-audits, on-site monitoring, data review, etc.) Revise Bulletin1922 to address NCLB/IDEA Combined Performance Based Monitoring Process 	<p>FFY 2010-2013</p> <p>Ongoing</p> <p>Ongoing</p> <p>2011/2013</p>	<p>IDEA 2004 Funding</p> <p>LDOE Staff</p> <p>LDOE Staff</p> <p>LDOE Staff</p> <p>LDOE Staff</p>
<p>Discussion: The LDOE has made minor revision to Bulletin 1922 to address the removal of references of submission of self review information to the Department and to make minor revision to clarify information in the current document. The document with these changes was routed through the Department’s Board of Elementary and Secondary Education (BESE) for approval. During the remaining months of FFY 2010-FFY 2012, the document will continue to be revised as the new NCLB/IDEA Combined Performance Based Monitoring process is developed.</p>		

Improvement Activity 15.6	Timelines	Resources
<p>LDOE will involve Special Education Regional Coordinators in providing information, training, and technical assistance through the year with school districts in their region. Regional Coordinators will provide internal and external technical assistance by pulling and reviewing records, meeting with central office staff, assisting in completion of self-assessment and CAP completion, etc.</p>	<p>FFY 2008 and ongoing</p>	<p>LDOE Staff</p>
<p>Discussion: During FFY 2009-2010, the regional coordinators were reassigned to assist the LDOE’s Literacy Goal Office. They are now providing assistance to LEAs in their literacy programs. They have been reassigned to focus on special education programs related to literacy.</p>		

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
2010	100%

Actual Target Data for FFY 2010:

Of logged complaints with reports issued, 85% were resolved within the 60-day timeline or a timeline extended for exceptional circumstances or due to mediation or other alternative means of dispute resolution.

[(6+5) divided by 13] times 100 = 85%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

A detailed accounting of LDOE's Due Process activities and outcomes includes the following:

- Thirty-four (34) complaints were submitted during the period from July 1, 2010 to June 30, 2011.
- Twenty (20) of the 34 complaints were withdrawn or dismissed prior to issuance of a final order.
- As of August 29, 2011, one (1) complaint was pending; that case was pending a due process hearing addressing the same issues.
- Of the 13 reports issued, four (4) of the complaints were issued with findings of non-compliance; the remaining nine (9) complaints resulted in no findings of non-compliance.
- Six (6) of the reports were issued within the 60-day timeline.
- Five (5) of the reports were issued within extended timelines.

After meeting the target for FFYs 2008 and 2009, Louisiana did not meet its target this year.

The State's 100% compliance in the two prior FFYs reflects the State's established system of monthly reviews to track complaint timelines. Support staff is tasked with logging, calendaring, and filing complaints and as back-up for complaint investigators. These procedures were effective in the two prior years. As they have proven effective in the past, the State will continue with these procedures.

During a portion of FFY 2010, the State's internal complaint investigator position remained vacant. The Department has hired a new internal complaint investigator; however, the State was dependent on contract complaint investigators for the second half of FFY 2010. The State believes that the two (2) reports issued outside of the 60-day timeline resulted from the change in operating procedures necessary to accommodate the use of contractors to complete investigations, and the State notes that both of the reports were issued within one week of the end of the 60-day period.

The State continues to encourage parties to complaints to engage in the Early Resolution Process. The State also continues to provide trainings to LEAs and parents of children with disabilities regarding complaint procedures and continues to improve the availability of information to the public concerning all of the dispute resolution options available. Based on these ongoing efforts to improve dispute resolution, the State anticipates achieving 100% compliance with this indicator for FFY 2011.

Improvement Activities are discussed at the bottom of the activity's description.

Improvement Activities 16.1	Timelines	Resources
<p>a. Participate in the CADRE (Consortium for Appropriate Dispute Resolution in Special Education) <i>State Needs Assessment for Technical Assistance</i> in order to support broader state efforts over the next five years to improve dispute resolution practices and results.</p> <p>b. Assign support staff for the logging, calendaring, and filing of complaints. Establish backup for complaint investigators.</p> <p>c. Establish a system of monthly reviews to track any timeline failures.</p>	<p>FFY 2005- FFY 2012</p> <p>FFY 2005- FFY 2012</p> <p>FFY 2005- FFY 2012</p>	<p>IDEA 2004 Funding</p> <p>LDOE Staff</p> <p>CADRE</p> <p>Regional Resource Centers</p>
<p>Discussion:</p> <p>a. Participation in CADRE provided technical assistance in developing state resources in the area of dispute resolution.</p> <p>b. The support staff continues to conduct initial intake of complaints, log maintenance, and calendaring. These support activities were re-examined so that support staff “tickles” each complaint for a reminder of the deadline first at 30 days after the complaint is received and then weekly thereafter. Although these procedures required some modification during the period when contractors were conducting complaint investigations, the State has reinstated the original procedures with the hiring of an internal complaint investigator.</p> <p>c. The State continues to review the docket of pending complaints and monitor timelines at least once a month.</p>		

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2010	100%

Actual Target Data for FFY 2010:

Of the two (2) fully adjudicated due process hearing requests, both were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party, which is 100%.

Measurement Formula: [(1+ 1) divided by 2] times 100 = 100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

Louisiana met its target for FFY 2010 of 100%. A detailed accounting of LDOE’s due process activities and outcomes includes the following:

- A total of 19 requests for due process hearings were received between July 1, 2010 and June 30, 2011.
- Sixteen (16) of the 19 requests were withdrawn or dismissed.
- Two (2) cases were fully adjudicated prior to June 30, 2011.
- One (1) of the two (2) fully adjudicated requests was within the 45-day timeline; the other was adjudicated within a properly extended timeline.
- One (1) due process hearing request was pending as of June 30, 2011.

During FFY 2010, the State began assigning due process hearing to the Louisiana Division of Administrative Law (DAL) pursuant to a change in state law. Prior to entering into an agreement with that agency, the State utilized independent contractors to conduct due process hearings. The transition did not impact the State’s ability to comply with the applicable timelines for due process hearings in FFY2010, and the State anticipates continued 100% compliance for this indicator in FFY 2011.

Discussion of each improvement activity follows the description of the activity.

Improvement Activities 17.1	Timelines	Resources
<p>a. Participate in the CADRE (Consortium for Appropriate Dispute Resolution in Special Education) State Needs Assessment for Technical Assistance in order to support broader state efforts over the next five years to improve dispute resolution practices and results.</p> <p>b. Annual and ongoing education, guidance and training for hearing officers.</p> <p>c. Continue to assess system management and practices of all the various dispute resolution processes, including due process hearings.</p> <p>(See also Indicator 16 – Improvement Activities 16.1)</p>	<p>FFY 2005- FFY 2012</p> <p>FFY 2005- FFY 2012</p> <p>FFY 2005- FFY 2012</p>	<p>IDEA 2004 Funding</p> <p>LDOE Staff</p> <p>Hearing Officers</p> <p>CADRE</p> <p>Regional Resource Centers</p>
<p>Discussion:</p> <p>a. CADRE has been a significant resource in improving this indicator reporting area.</p> <p>b. Hearing Officers have regularly scheduled guidance and training. All of the Louisiana Hearing Officers attended the 7th Academy for IDEA Administrative Law Judges and Hearing Officers at Seattle University School of Law.</p> <p>c. The State has entered into an agreement with the Louisiana Division of Administrative Law (DAL) to conduct due process hearings. The State will work with the DAL to provide hearing officers with annual trainings to ensure that all hearing officers have up-to-date knowledge of special education law and appropriate hearing procedures. The State believes that this arrangement will improve the consistency and efficiency of due process hearings in the state.</p>		

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2010	75%

Actual Target Data for FFY 2010:

The percent of resolutions meetings held that resulted in resolution meeting settlement agreements was 73%

(11 divided by 15) times 100 = 73%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

- A resolution meeting was conducted for 15 of 19 requests for due process hearings.
- Eleven (11) of the 15 resolution meetings held resulted in settlement agreements.
- One (1) of the four (4) resolution sessions that did not produce a settlement agreement resulted in a fully adjudicated due process hearing; the other three (3) were withdrawn or dismissed prior to a hearing.
- Of the 19 hearing requests received during FFY 2010, 16 (84% of the total) were resolved without a hearing.

Louisiana did not meet its target of 75%. The FFY 2005 baseline was 60%; FFY 2006 performance was 74%; FFY 2007 performance was 63%; FFY 2008 performance was 71% and FFY 2009 performance was 67%. It is worth noting, however, that 84% of all due process requests (16 of 19 requests) for FFY 2010 were resolved prior to a hearing. The State believes that this is due to the availability of alternatives to resolution sessions that reflect statewide efforts to resolve disputes through non-adversarial procedures.

The State continues to provide trained IEP facilitators in attempts to resolve disputes outside of the adversarial processes. The Department also continues to investigate ways to streamline due process

hearing procedures and better coordinate resolution session and due process hearing scheduling with the parties and the DAL.

The discussion of improvement activities is at the bottom of the description of the activities.

Improvement Activity 18.1	Timelines	Resources
<p>d. Annual and ongoing education, guidance, and training for LEAs on resolution session.</p> <p>e. Meet at least annually with stakeholders/advisory council to continue to assess system management and practices of all the various dispute resolution processes, including due process hearings.</p>	<p>FFY 2006- FFY 2012</p> <p>FFY 2006- FFY 2012</p>	<p>LDOE Staff</p> <p>CADRE</p> <p>Regional Resource Centers</p>
<p>Discussion:</p> <p>d. In an effort to increase successful resolution meetings, trainings on resolution session procedures were continued for district personnel. We continue to use the CADRE-developed handbook, “Resolution Meetings, A Guide for Parents,” which is sent to both parents and school districts upon receipt by the State of a Request for Due Process Hearing and to provide training for district personnel.</p>		

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:
Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2010	82%

Actual Target Data for FFY 2010:

The percent of mediations held that resulted in mediation agreements was 0%.

$[(0 + 0) \text{ divided by } 3] \text{ times } 100 = 0\%$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

- A total of four (4) requests for mediation were received between July 1, 2010 and June 30, 2011.
- Of those four (4) requests, three (3) mediations were conducted; two (2) mediations were related to due process complaints, and one (1) was not related to a due process hearing.
- None of the three (3) mediations held resulted in settlement agreements.

The State is committed to resolving disputes through non-adversarial processes. The State believes that the efforts of school districts throughout the state to resolve disputes directly with parents have resulted in a reduced number of requests for State-funded mediation services.

Improvement Activities are discussed at the bottom of the activity's description.

Improvement Activities 19.1	Timelines	Resources
a. Participate in the CADRE (Consortium for Appropriate Dispute Resolution in Special Education) <i>State Needs Assessment for Technical Assistance</i> in order to support broader state efforts over the next five	FFY 2005- FFY 2012	IDEA 2004 Funding

<p>years to improve dispute resolution practices and results.</p> <p>b. Annual and ongoing education, guidance and training for mediators.</p> <p>c. Continue to assess system management and practices of all the various dispute resolution processes, including Due Process Hearings, state complaint systems, mediations, and resolution sessions and their interrelationship.</p> <p>d. Develop a system of IEP Facilitation to reduce the number of disputes in LEAs.</p>	<p>FFY 2005- FFY 2012</p> <p>FFY 2005- FFY 2012</p> <p>FFY 2006- FFY 2012</p>	<p>LDOE Staff</p> <p>Mediators</p> <p>CADRE</p> <p>Regional Resource Centers</p>
<p>Discussion:</p> <p>a. CADRE has been very helpful to Louisiana’s improvement efforts, and LDOE will continue to foster this collaboration.</p> <p>b. LDOE provides mediators with training and will continue these efforts to ensure that mediators remain up-to-date in their knowledge of special education law, mediation skills, and State procedures.</p> <p>c. LDOE continues this activity and feels it assists in improvement efforts.</p> <p>d. LDOE continues to provide neutral IEP facilitators in an attempt to avoid disputes that arise out of IEP meetings.</p>		

Part B State Annual Performance Report (APR) for FFY2010

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision
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Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2010	100%

Actual Target Data for FFY 2010:

The State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100%. The State met the target for this indicator.

LDOE has elected to use the OSEP Scoring Rubric to determine timeliness and accuracy of FFY 2010 data, as shown in Table 20.1.

SPP/APR Data - Indicator 20			
APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
4B	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	40
APR Score Calculation	Timely Submission Points - If the FFY 2009 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		45.00

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/10	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/10	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/1/10	1	1	1	N/A	3
Table 4 - Exiting Due Date: 11/1/10	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/1/10	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 2/1/11	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/1/10	1	1	1	N/A	3
				Subtotal	20
618 Score Calculation			Grand Total (Subtotal X 2.143) =		42.86

Indicator #20 Calculation	
A. APR Grand Total	45.00
B. 618 Grand Total	42.86
C. APR Grand Total (A) + 618 Grand Total (B) =	87.86
Total N/A in APR	0
Total N/A in 618	2.143
Base	87.86

D. Subtotal (C divided by Base*) =	1.000
E. Indicator Score (Subtotal D x 100) =	100.00

Improvement Activities 20.1	Timelines	Resources
<p>1) LDOE conducts yearly data management workshops to address changes for the coming count year and clarify any issues from the previous count year. Information from workshops is posted on blackboard or system webpage.</p> <p>2) SER and IEP Forms system instructor-led, computer-based training conducted for new users and for existing user reinforcement.</p> <p>3) During the Child Count period, LDOE's Data Management Section monitors the count weekly. Preliminary child counts are generated in order to provide the LEAs the opportunity to correct existing data and to add new students, evaluations, IEPs and services to the database. These counts are compared to previous year's counts. LDOE staff auditors audit Child Counts.</p> <p>4) LEA superintendents must complete a Child Count, Exit count, Personnel (Table 2), Discipline (Table 5) data collection status forms for each Child and Exit Count prior to the final count. This form instructs the LEA to compare and note prior year and current year's counts. In addition, the superintendent must indicate if his/her LEA will meet the data collection deadlines.</p> <p>5) System enhancements are routinely implemented to improve system functionality. Enhancements can originate with the LEA or SEA. Major enhancements are implemented prior to the beginning of the school year. Federal and state guidelines are embedded in the system edits to assist with data accuracy.</p> <p>6) One LDOE Data Management staff member provides help desk assistance to LEAs daily. Two other staff members assist as available for technical assistance to LEAs, in addition to their other assigned duties not related to IDEA.</p> <p>7) LDOE's Data Management staff maintains a webpage for the SER system that contains the <i>System User Guide</i>, a calendar, a list of dates to remember, PowerPoint presentations, and the security form. The website and <i>System User Guide</i> are updated on as-needed basis. Training Documents are available on the professional development site, Blackboard. These documents provide information for specific, common data</p>	<p>April/May and Annually</p> <p>Continuously</p> <p>Monthly</p> <p>Sept.–Dec. Annually</p>	<p>IDEA 2004 Funding</p> <p>LDOE Staff, Technical Assistance in Data Collection, Analysis, and Report Preparation</p> <p>National Center for Special Education Accountability Monitoring</p> <p>Data Community of Practice</p>

collections or reports.

Discussion: All improvement activities have been built into the work schedules of the data staff and were completed during the current reporting cycle. LDOE believes that these activities have assisted in maintaining a very reliable data collection and reporting system. Activities will continue for next FFY, and their effectiveness will be evaluated at that time.

On-site validation by LDOE staff is a mechanism used to ensure reliable data. This is often done informally as part of professional development and technical assistance. As part of the Continuous Improvement Monitoring System, data verification is also carried out during on-site monitoring visits.

The State ensures accurate data through the following additional mechanisms:

- Data system edit checks
- Annual LEA data management meeting
- Periodic system training
- Comparison of current year's counts with previous year's counts
- Monitoring of evaluations
- LDOE personnel attendance at OSEP/DAC - Data Meeting
- Ongoing support to LEA personnel through help desk and website
- LDOE monitoring
- Department Audits

Louisiana has been in compliance with the submission guidelines for all of the required tables and reports:

- Table 1 – IDEA Child Count due February 1st – submitted on time
- Table 2 – Personnel due November 1st – submitted on time
- Table 3 – Educational Environments due February 1st – submitted on time
- Table 4 – Exiting due November 1st – submitted on time
- Table 5 – Discipline due November 1st – submitted on time
- Table 6 – Assessment due February 1st – submitted on time
- Table 7 – Dispute Resolution due November 1st – submitted on time
- Annual Performance Report due February 1, 2011 – submitted on time
- Revised State Performance Plan due February 1, 2011 – submitted on time