



**STATE OF LOUISIANA**  
**DEPARTMENT OF EDUCATION**  
**POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064**  
Toll Free #: 1-877-453-2721  
<http://www.louisianaschools.net>

**D.D. Council Quarterly Report**  
**October 2009**  
**Division of Special Populations**

**1. IEP Training materials**

The Louisiana Department of Education has developed training modules/materials related to IEPs for students with disabilities. Districts across the state have received training using these materials, and the materials are available on the web to support district professional development activities. Refer to <http://sda.doe.louisiana.gov/Site%20Pages/Writing%20the%20IEP.aspx>

**2. US Department of Education Office of Special Education Programs (OSEP) On-Site Visit**

OSEP will conduct an on-site verification visit to Louisiana on October 26-30, 2009. The purpose of the verification visit is to confirm that the Louisiana Department of Education is fulfilling its administrative and supervisory responsibilities, and that data and other information reported are accurate. Areas of focus for the visit are general supervision and administration, fiduciary, and data.

**3. Parent Survey**

As part of reporting requirements for the Office of Special Education Programs (OSEP), the Louisiana Department of Education (LDE) conducts an annual survey of parents of children with disabilities. The survey, developed with a group of national stakeholders, measures the *“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.”* In the 2008-2009 school year, the 4<sup>th</sup> year in the 6 year cycle of the Louisiana State Performance Plan, there was an increase from the previous year in favorable reporting by parents. The percent of parents in agreement with the stakeholders’ expected standard of performance rose from 31% to 36%, and all 25 survey questions showed an increase in favorable responses from parents.

The 2008-2009 Parent Survey was sent to 20,935 parents of students with disabilities in 22 selected LEAs, and the rate of return was 15%. By 2011, the 6<sup>th</sup> year of the State Performance Plan, most Louisiana parents of students with disabilities will have been provided the opportunity to participate at least one time in an annual survey.

OSEP has asked the Louisiana Parent Training and Information Center to collect responses to their parent survey, compile the answers and send them to OSEP for their consideration before their Verification Visit to Louisiana on October 26, 2009. As such, Cindy Arceneaux is supporting and coordinating this effort. For further information contact Cindy Arceneaux at (504) 888- 9111 x 210 or [carceneaux@laptic.org](mailto:carceneaux@laptic.org). The link to the OSEP survey is [http://www.kwiksurveys.com/online-survey.php?surveyID=OHMEK\\_5663759c](http://www.kwiksurveys.com/online-survey.php?surveyID=OHMEK_5663759c)

#### 4. State Performance Plan Indicators

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. The plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007. Louisiana's State Performance Plan (with more details about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link:

<http://www.louisianaschools.net/lde/eia/2115.html>

The SPP indicators fall into the following categories:

##### **FAPE in the LRE**

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.

2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.

##### **3. Statewide Assessment Participation and Performance**

a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/lde/portals/accountability.html> Choose "District Accountability Reports" then select a district under "Subgroup Component Report (AYP)."

b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10). Participation is reported by grade and subject.

c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.

4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions

a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.

5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served

a. **Inside the regular class 80% or more of the day**

b. **Inside the regular class less than 40% of the day**

c. **In separate schools, residential placements, or homebound or hospital placements**

6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:

a. **Attending a regular early childhood program**

b. **Not attending a regular early childhood program or kindergarten and attending a special education program**

c. **Not attending a regular early childhood program or kindergarten and not attending a special education program.**

**Outcome data will be reported beginning with the 2009-10 Performance Profile.**

7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program.

**Outcome data will be reported beginning in the 2008-09 Performance Profile.**

8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.

### **Disproportionality**

9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.

10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.

### **Effective General Supervision Part B / Child Find**

11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.

### **Effective General Supervision Part B / Effective Transition**

12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.

13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their postsecondary goals.

14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school.

**Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served

a. *Inside the regular class 80% or more of the day*

b. *Inside the regular class less than 40% of the day*

c. *In separate schools, residential placements, or homebound or hospital placements*

TARGETS				ACTUAL PERFORMANCE			
	5A	5B	5C		5A	5B	5C
2005-06:	55.30%	17.70%	2.22%	2005-06:	58.47%	16.36%	1.95%
2006-07:	57.75%	16.11%	2.19%	2006-07:	57.99%	15.71%	1.86%
2007-08:	60.22%	14.53%	2.17%	2007-08:	60.39%	14.85%	1.74%
<u>2008-09:</u>	<u>62.69%</u>	<u>12.94%</u>	<u>2.14%</u>	<u>2008-09:</u>	<u>61.3%</u>	<u>14.3%</u>	<u>1.5%</u>
2009-10:	65.15%	11.35%	2.11%				
2010-11:	67.61%	9.76%	2.08%				

## Placement Patterns in Louisiana 1997/98 – 2004/05

	Regular Class	Resource	Self-Contained	Special School	Hospital/ Homebound
2004-05	52.2%	26.0%	19.9%	1.1%	0.8%
2003-04	49.6%	26.3%	22.3%	1.0%	0.8%
2002-03	46.9%	24.8%	26.5%	1.0%	0.8%
2001-02	45.4%	23.4%	29.4%	1.1%	0.8%
2000-01	43.5%	23.2%	31.3%	1.2%	0.8%
1999-00	39.4%	26.1%	32.3%	1.5%	0.8%
1998-99	31.8%	31.6%	34.3%	1.6%	0.7%
1997-98	26.2%	31.6%	38.2%	2.3%	1.6%

Sources: State Special Education Data Profiles, July 1998, 1999, 2000, 2001, 2002, 2003 and 2004. Data Management, for the 2005 State Special Education Data Profile