

The Individuals with Disabilities Education Act (IDEA) requires each state to have in place a State Performance Plan (SPP). This plan describes and evaluates the state's efforts to implement the requirements of IDEA and describes how the state will improve its implementation. The SPP includes annual targets for [17 indicators](#), determined by the U.S. Department of Education's Office of Special Programs (OSEP), that measure a mix of student outcomes and compliance with the requirements of the IDEA. States are required to submit an SPP at least every six years. Each year, states must report against the targets in its SPP in an annual performance report (APR). The APR reflects the state's progress toward meeting its goals.

States have entered a new SPP/APR cycle and will be required to set new annual targets for federal fiscal years (FFY) 2020 through 2025. For the new six-year SPP/APR cycle, OSEP requires stakeholder involvement for setting targets. This target setting survey is an opportunity for families, educators and school administrators, parent centers, members of the Special Education Advisory Panel (SEAP), local and statewide advisory and advocacy groups to provide input on activities to improve outcomes for students with disabilities.

To assist with the survey, please review the SPP/APR Target Setting overview document available at the link below. <https://www.louisianabelieves.com/students-with-disabilities/state-performance-plan-annual-performance-report-target-setting>.

Please select the role that best describes you.

I am an individual with a disability. _____

I am a parent of a child(ren) with a disability. _____

I am an educator or school administrator. _____

I am an advocate for children with disabilities. _____

Other:

Please select the race or ethnicity that best represents you.

African-American _____

Asian _____

Caucasian _____

Hispanic _____

Native American _____

Pacific Islander _____

Two or More Races _____

Prefer Not to Answer _____

After reviewing the information in the SPP/APR Target Setting overview document, please propose targets for each indicator. Target proposals can be a specific number or range.

Indicator 1: Graduation rate for students with disabilities.

INDICATOR 1	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Percent of students with disabilities graduating with a regular high school diploma						

Justification:

Indicator 2: Dropout rate for students with disabilities.

INDICATOR 2	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Percent of students with disabilities, ages 14-21, who dropped out of high school						

Justification:

Indicator 3A: Participation rates for students with disabilities on statewide assessments.

INDICATOR 3A	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Participation rates on reading assessments for students with						

disabilities in 4th grade						
Participation rates on math assessments for students with disabilities in 4th grade						
Participation rates on reading assessments for students with disabilities in 8th grade						
Participation rates on math assessments for students with disabilities in 8th grade						
Participation rates on reading assessments for students with disabilities in high school						
Participation rates on math assessments for students with disabilities in high school						

Justification:

Indicator 3B: Proficiency rates for students with disabilities against grade level academic achievement standards (LEAP 2025).

INDICATOR 3B	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Proficiency rates on reading assessments for students with disabilities against grade level academic achievement standards in 4th grade						
Proficiency rates on math assessments for students with disabilities against grade level academic achievement standards in 4th grade						

Proficiency rates on reading assessments for students with disabilities against grade level academic achievement standards in 8th grade						
Proficiency rates on math assessments for students with disabilities against grade level academic achievement standards in 8th grade						
Proficiency rates on reading assessments for students with disabilities against grade level academic achievement standards in high school						
Proficiency rates on math assessments for students with disabilities against grade level academic achievement standards in high school						

Justification:

Indicator 3C: Proficiency rates for students with disabilities against alternate academic achievement standards (LEAP Connect).

INDICATOR 3C	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Proficiency rates on reading assessments for students with disabilities against alternate academic achievement standards in 4th grade						
Proficiency rates on math assessments for students with disabilities against alternate						

academic achievement standards in 4th grade						
Proficiency rates on reading assessments for students with disabilities against alternate academic achievement standards in 8th grade						
Proficiency rates on math assessments for students with disabilities against alternate academic achievement standards in 8th grade						
Proficiency rates on reading assessments for students with disabilities against alternate academic achievement standards in high school						
Proficiency rates on math assessments for students with disabilities against alternate academic achievement standards in high school						

Justification:

Indicator 3D: Proficiency gap rates against grade level academic achievement standards (LEAP 2025) for students with disabilities versus students without disabilities.

INDICATOR 3D	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Proficiency gap rate against grade level academic achievement standards on reading assessments for students with disabilities versus students without disabilities in						

4th grade						
Proficiency gap rate against grade level academic achievement standards on math assessments for students with disabilities versus students without disabilities in 4th grade						
Proficiency gap rate against grade level academic achievement standards on reading assessments for students with disabilities versus students without disabilities in 8th grade						
Proficiency gap rate against grade level academic achievement standards on math assessments for students with disabilities versus students without disabilities in 8th grade						
Proficiency gap rate against grade level academic achievement standards on reading assessments for students with disabilities versus students without disabilities in high school						
Proficiency gap rate against grade level academic achievement standards on math assessments for students with disabilities versus students without disabilities in high school						

Justification:

Indicator 4A: Percent of school systems that suspend or expel students with disabilities for greater than 10 days within a school year.

INDICATOR 4A	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Percent of school systems that suspend or expel students with disabilities for greater than 10 days within a school year.						

Justification:

Indicator 5: Educational placement for school-aged students with disabilities.

INDICATOR 5	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
5A: Percent of students with disabilities ages 6-21 and age 5 in Kindergarten served inside the regular classroom for 80% or more of the day.						
5B: Percent of students with disabilities ages 6-21 and age 5 in Kindergarten served inside the regular classroom less than 40% of the day.						
5C: Percent of students with disabilities ages 6-21 and age 5 in Kindergarten served in separate schools, residential facilities, or hospital/homebound placements.						

Justification:

Indicator 6: Educational placement for students with disabilities in Preschool programs.

INDICATOR 6	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
6A: Percent of students with disabilities ages 3-5 enrolled in a regular early childhood program and served the majority of special education and related services in the regular early childhood program.						
6B: of students with disabilities ages 3-5 receiving special education and related services in a separate special education class, separate school, or residential facility.						
6C: Percent of students with disabilities ages 3-5 receiving special education and related services at home.						

Justification:

Indicator 7A: Positive social-emotional skills for students with disabilities.

INDICATOR 7A	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Measure 1: Percent of students with disabilities ages 3-5 who entered a preschool program below age expectations and substantially increased their rate of growth by the time they turned 6 or exited the program.						
Measure 2: Percent of students with disabilities ages 3-5 who						

were functioning within age expectations by the time they turned 6 or exited the program.						
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Justification:

Indicator 7B: Acquisition and use of knowledge and skills for students with disabilities.

INDICATOR 7B	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Measure 1: Percent of students with disabilities ages 3-5 who entered a preschool program below age expectations and substantially increased their rate of growth by the time they turned 6 or exited the program.						
Measure 2: Percent of students with disabilities ages 3-5 who were functioning within age expectations by the time they turned 6 or exited the program.						

Justification:

Indicator 7C: Use of appropriate behaviors for students with disabilities to meet their needs.

INDICATOR 7C	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Measure 1: Percent of students with disabilities ages 3-5 who entered a preschool program below age expectations and substantially increased their rate of growth by the time they turned 6 or exited the program.						

Measure 2: Percent of students with disabilities ages 3-5 who were functioning within age expectations by the time they turned 6 or exited the program.						
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Justification:

Indicator 8: Parent involvement for students with disabilities.

INDICATOR 8	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Percent of parents of students with disabilities who agree that schools facilitate parent involvement as a means of improving services and results for students with disabilities.						

Justification:

Indicator 14: Post school outcomes for students with disabilities.

INDICATOR 14	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
14A: Percent of students with disabilities who had an IEP at the time they left high school and were enrolled in higher education within one year of leaving high school.						
14B: Percent of students with disabilities who had an IEP at the time they left high school and were enrolled in higher education or were competitively						

employed within one year of leaving high school.						
14C: Percent of students with disabilities who had an IEP at the time they left high school and were 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.						

Justification:

Indicator 15: Resolution Sessions.

INDICATOR 15	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Percent of resolution sessions that were resolved through resolution session settlement agreements.						

Justification:

Indicator 16: Mediations.

INDICATOR 16	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Percent of mediations that were resolved through mediation agreements.						

Justification: