

# **Louisiana Annual Performance Report – Part B** **July 1, 2011 – June 30, 2012**

Under the  
Individuals with Disabilities  
Educational Improvement Act of 2004

John White  
State Superintendent of Education  
February 15, 2013

# State Board of Elementary and Secondary Education

**Mr. Chas Roemer***President*6<sup>th</sup> BESE District**Mr. James D. Garvey, Jr.***Vice President*1<sup>st</sup> BESE District**Ms. Kira Orange Jones**2<sup>nd</sup> BESE District**Ms. Lottie Beebe**3<sup>rd</sup> BESE District**Mr. Walter Lee**4<sup>th</sup> BESE District**Mr. Jay Guillot**5<sup>th</sup> BESE District**Ms. Holly Boffy***Secretary/Treasurer*7<sup>th</sup> BESE District**Ms. Carolyn Hill**8<sup>th</sup> BESE District**Ms. Judith Miranti**

Member-at-Large

**Ms. Connie Bradford**

Member-at-Large

**Mr. Stephen Waguespack**

Member-at-Large

**Ms. Heather Cope**

Executive Director

**For further information, contact:**

Bernell Cook, Division Director  
Division of NCLB & IDEA Support  
P.O. Box 94064  
Baton Rouge, LA 70804-9064  
225-342-0202  
bernell.cook@la.gov

The mission of the Louisiana Department of Education (LDOE) is to ensure equal access to education and to promote equal excellence throughout the state. The LDOE is committed to providing Equal Employment Opportunities and is committed to ensuring that all of its programs and facilities are accessible to all members of the public. The LDOE does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, or genetic information. Inquiries concerning the LDOE's compliance with Title IX and other civil rights laws may be directed to the Attorney, LDOE, Office of the General Counsel, P.O. Box 94064, Baton Rouge, LA 70804-9064; 877.453.2721 or [customerservice@la.gov](mailto:customerservice@la.gov). Information about the federal civil rights laws that apply to the LDOE and other educational institutions is available on the website for the Office of Civil Rights, USDOE, at <http://www.ed.gov/about/offices/list/ocr/>.

Web-only document.

**Part B State Annual Performance Report (APR) for 2011**

**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 9<sup>th</sup> 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 9<sup>th</sup> grade.

FFY	Measurable and Rigorous Target
2011	50.0%

**Actual Target Data for 2011:**

The percent of all youth with IEPs graduating from high school with a regular diploma was 29.3% (1,263 students of 4,309 students). 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 CSPR and Louisiana is reporting data for 2009-2010.

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target that occurred for 2011:**

Louisiana did not meet its target and had a reduction of 1% when compared to the prior year. There are multiple variables that impacted the graduation rate for students with disabilities. Louisiana maintains rigorous graduation requirements and has made significant changes to the future of high stakes testing in the state. Louisiana currently administers two alternative assessments for students with disabilities – the LEAP Alternate Assessment, Level 1 (LAA 1) and LEAP Alternate Assessment, Level 2 (LAA 2). Only students with the most severe cognitive disabilities are eligible to take LAA 1. LAA 2 is administered to students with persistent academic difficulties in grades 4-11. Louisiana joined the National Center and State Collaborative (NCSC), a project led by five centers and 19 states to build an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities. In addition to the development of an alternate assessment, NCSC is developing curriculum, instruction, and professional development support for teachers of students with significant cognitive disabilities. The project also involves identifying effective communication strategies for students, the development of material at varying levels of complexity to meet students' unique learning needs, and accommodation policies appropriate for this population. Louisiana has established a Community of Practice comprised of teachers, and district and school administrators who work with this population of students. The group reviews materials and provides feedback as they are developed. The goal of the NCSC project is to

ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

Louisiana is prepared to transition students with disabilities currently taking an alternate assessment based on modified academic achievement standards to Louisiana's new, high-quality assessments as the USDOE will no longer allow modified assessments.

#### **Improvement Activities 1.1**

The LDOE will disseminate current information on new initiatives and graduation pathways to Local Education Agencies, family information centers and related stakeholders.

- The Governor's Commission/workgroup appointed to address college and career readiness concerns will recommend actions to the state to address the needs of our students 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's website.

*\*Note: The Office of College and Career Readiness is no longer in existence and will not be referenced in future reporting.*

**Discussion of Improvement Activities:** The Louisiana Department of Education continues to utilize the Commission as valuable stakeholders in the implementation of various programs across the state. This Commission is appointed by the governor of Louisiana as part of the states' efforts to improve graduation outcomes for students with disabilities. During 2011-2012, the State held two commission meetings where recommendations were made on various state policies. One of the major initiatives was the Graduation Coach task force that met throughout the year to develop a *Graduation Coach Toolkit*. The purpose of the toolkit was to assist schools and communities throughout Louisiana in implementing a locally-defined, comprehensive stay-in-school program which results in a substantial increase in the number of students who continue their education at least through high school graduation. Additionally, it prepares them for post-secondary schools where they are able to take their place in the workforce and in their communities as contributing citizens. Specific goals of the graduation coach initiative were to 1) decrease the number of students dropping out of high school, 2) increase graduation rates, 3) prepare high school students for college and/or the workforce, and 4) improve post-secondary readiness skills.

#### **Improvement Activities 1.2**

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 required components when the student's disability significantly interferes with the ability to pass the test, provided all other graduation criteria are met.

#### **Discussion of Improvement Activities:**

Continue GEE waiver process and review annually to ensure successful outcomes for students. In the 2011-2012 school years, 247 students applied for waivers and 165 waivers were approved. The GEE waiver process continues to provide students with disabilities an opportunity to earn a standard high school diploma. Louisiana has revised our waiver policy to include an End of Course (EOC) waiver. The GEE is being phased out as Louisiana's graduation exit examination. Beginning with the 2010-2011 graduation cohort, the EOC waiver will replace the GEE waiver for the first time during the 2013-2014 school year.

**Improvement Activity 1.3**

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.

**Discussion of Improvement Activity:**

In the 2011-2012 school year there were 72 students who applied for the LAA 2 Waiver and 6 students were approved.

Louisiana prepared for the phase out of its LAA 2 assessment by the 2014-2015 school year. The Partnership for Assessment of Readiness for College and Careers (PARCC) is supporting this transition with a focus on wide accessibility. Specifically, PARCC has engaged in the following strategies:

- a) Made a commitment to Universal Design to guide the assessment development;
- b) Made a commitment to include embedded supports in the assessments;
- c) Established both a State Operational Working Group and a Technical Working Group to focus on accessibility, accommodations, and fairness issues.

At the high school level, students who were previously eligible for the LAA 2 assessment will participate in the first statewide administration of the ACT beginning in Spring 2013.

Students in grades 3-8 will transition to non-alternate PARCC assessments by the 2014-2015 school year.

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

*Not Applicable*

**Part B State Annual Performance Report (APR) for 2011**

**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))

**Measurement:** States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.

**Louisiana's Measurement:** Louisiana uses the 618 data reported to the Department of Education under IDEA 618. The numerator includes students (ages 14-21) who dropped out. The denominator includes all youth with disabilities who exited in the following categories:(a) graduated with a regular high school diploma, (b) received a Certificate of Achievement, (c) reached maximum age, (d) dropped out or (e) died.

FFY	Measurable and Rigorous Target
2011	16.7%

**Actual Target Data for 2011:**

The percent of all youth with IEPs who dropped out of high school during the 2010-2011 school year was 37% (1,715 students out of 4,608 students) as defined by the new measurement and reported in Louisiana's 618 data submission. In an effort to maintain continuity in our reporting, the State's National Center for Education Statistics "event rate" definition of dropout rate for the 2009-2010 school year was 5.23% (1,656 students out of 31,634 students). When reviewing year-over year data, Louisiana has shown a slight decrease in the dropout rate as evidenced by a 0.8% decrease from our 2008-2009 data (6.0%) using the annual event rate.

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target, that occurred for 2011:**

The Office of College and Career Readiness was restructured and now operates as a section within the Office of Content and Office of Student Programs which includes the Dropout Prevention initiatives. Dropout prevention, and more specifically, dropout prevention for students with disabilities continues to be a top priority for the Louisiana Department of Education Louisiana. The State continues to monitor schools that fall below the required 80% graduation rate by requiring districts to submit dropout prevention plans.

### Improvement Activities 2.4

The Office Content and Office of Student Programs will monitor the effectiveness of statewide dropout prevention programs. More specifically, it will examine the performance of specific subgroups including students with disabilities.

- The state will monitor the implementation of Project Employ.
- The state will monitor implementation of Jobs for Americas Graduates (JAG).
- The state will monitor implementation of JAG AIM High!

*\*Note: The Office of College and Career Readiness is no longer in existence and will not be referenced in future reporting.*

#### Discussion of Improvement Activities 2.4:

In the Fall of 2011, the Connections Process became mandatory per Bulletin 741, *The Louisiana Handbook for Public School Administrators*. Local superintendents and supervisors partnered in a **Tiger Team** Task Force with Louisiana Department of Education (LDOE) staff to define the newly-developed *Connections Process* so that all districts have in place a process that will successfully prepare overage and academically behind students for college and career success. Connections is a one-year process for overage students to receive targeted instruction and accelerated remediation. Students who are 15 years of age and two or more grade levels behind are eligible to enter the process. The Connections Process includes the following elements: Academic and Behavioral Interventions, the Test of Adult Basic Education (TABE) assessments to get baseline data on student academic performance, committee review with parents and designated school officers, as well as a designated mentor. After completing the Connections Process, students are required to determine what pathway they plan to pursue once entering high school. These pathways include a high school diploma, a State Approved Skills Certificate or the GED. During FFY 2011, 1,851 students participated in the Connections Process with 762 students going to high school on the diploma track.

Other programs that addressed at-risk students including students with disabilities were the Jobs for America's Graduate Program (JAG) and the JAG AIM High! Program for middle school students, implemented for the first time in FFY 2011. Both programs served a total of 3,809 students. Of those students, 573 out of 696 seniors graduated with a high school diploma. It should be noted that Project Employ was integrated with JAG and JAG Aim High.

### Improvement Activities 2.5

The Office of Content and Office of Student Programs will assist high priority schools with data collection and analysis of at-risk student data for students with disabilities.

See related improvement activities for Indicator 13.

*\*Note: The Office of College and Career Readiness is no longer in existence and will not be referenced in future reporting.*

#### Discussion of Improvement Activities 2.5:

During FFY 2011, the State recognized the need for schools to examine the performance of the special education subgroup. As a result, the Office of Content and Office of Student Programs modified the dropout prevention plan to include a section that allows schools to examine their attendance rates, behavior, and course failure rates for students with disabilities. The new dropout prevention plans will be implemented in FFY 2012. Recognizing that the students with disabilities represent a significant number of students who dropout out, the state sought assistance from the National Dropout Prevention Center for Students with Disabilities (NDPC-SD).

### Improvement Activities 2.6

The Office of Content and Office of Student Programs will provide professional development related to dropout prevention to LEAs on an annual basis.

The Office of Content and Office of Student Programs will monitor the submission of districts' dropout prevention plans.

#### Discussion of Improvement Activities 2.6 :

During FFY 2011 the Office of College and Career Readiness provided professional development to LEAs through two CCR Summits in the north and south regions of the state. The summits were opportunities to highlight best practices in dropout prevention across various schools in the state. More importantly, the CCR office utilized both LDOE and district level staff to conduct various breakout sessions allowing attendees to obtain professional development from the state and from school level personnel.

In addition to the summits, the Office of College and Career Readiness also monitored the submission of dropout prevention plans for schools that fell below the required 80% graduation rate. The dropout prevention plans tracked enrollment, graduation rate, attendance, behavior, course failures, and 9<sup>th</sup> grade student retention. During FFY 2011 there were 186 dropout prevention plans submitted by districts which gave the state a 93% return rate. The dropout prevention plan was also discussed and monitored on an ongoing basis through onsite visits conducted by regional dropout prevention teams.

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

#### Improvement Activity 2.7 (New)

The LDOE will work with select schools receiving technical assistance from the National Dropout Prevention Center for Students with Disabilities. LDOE will participate in NDPC-SD cadre meetings and disseminate information to key stakeholders.

Justification: This activity is being added to report Louisiana's participation and progress as a grant recipient of the National Dropout Prevention Center for Students with Disabilities. The LDOE is confident that the implementation of this activity will have a positive effect on our graduation and dropout rates.

*Timeline:* 2012-2015

*Resource:* National Dropout Prevention Center for Students with Disabilities, SPDG



Part B State Annual Performance Report (APR) for 2011

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 meeting the State's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; and alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade-level standards and alternate academic achievement standards.

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

**Measurement:**

- A. AYP = [(# 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 size)] times 100. (Formula A.1 was used for the calculation.)
- 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 2011

FFY 2011	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 2011 (2011-2012)	87.5%		Reading		Math		Reading		Math	
			98.8%		98.8%		68.4%		65.2%	
Actual Target Data for FFY 2010 - (2011-2012)	#	%	#	%	#	%	#	%	#	%
	48	51.1	40,483	99.2	40,689	99.1	15,023	36.8	15,725	38.3

**Actual Data for 2011-2012 Math Participation**

Statewide Assessment 2011-2012		Math Assessment							Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	#	%
a	Children with IEPs	6,212	7,643	5,828	6,177	5,351	6,121	3,734	41,066	
b	IEPs in regular assessment with no accommodations	2,002	1,336	775	696	591	352	314	6,066	14.8%
c	IEPs in regular assessment with accommodations	3,753	3,740	2,788	3,154	2,584	2,752	2,894	21,665	52.8%
d	IEPs in alternate assessment against grade-level standards	0	2,033	1,732	1,846	1,732	2,450	0	9,793	23.8%
e	IEPs in alternate assessment against modified standards	437	493	500	439	390	480	426	3165	7.7%
f	IEPs in alternate assessment against alternate standards	0	0	0	0	0	0	0	0	0
g	Overall (b+c+d+e) Baseline	6,192	7,602	5,795	6,135	5,297	6,034	3,634	40,689	99.1%
Children included in "a" but not included in the other counts above*										
Account for any children with IEPs that were not participants in the narrative		20	41	33	42	54	87	100	377	0.9

**Actual Data Target for FFY 2011-2012 Reading Participation:**

**Actual Data for Reading Participation:**

Statewide Assessment 2011-2012		Reading Assessment								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	Total	
		#	%							
a	Children with IEPs	6,211	7,638	5,826	6,177	5,346	6,116	3,478	40,792	
b	IEPs in regular assessment with	2,000	1,332	774	697	595	354	232	5,984	14.7

	no accommodations									
c	IEPs in regular assessment with accommodations	3,753	3,699	2,767	3,131	2,569	2,761	2,750	21,430	52.5
d	IEPs in alternate assessment against grade-level standards	0	2,074	1,754	1,869	1,737	2,442	0	9,876	24.2
e	IEPs in alternate assessment against modified standards	440	495	505	444	392	483	434	3,193	7.8
f	IEPs in alternate assessment against alternate standards	0	0	0	0	0	0	0	0	0
g	Overall (b+c+d+e) Baseline	6,193	7,600	5,800	6,141	5,293	6,040	3,416	40,483	99.2
Children included in a but not included in the other counts above*										
	Account for any children with IEPs that were not participants in the narrative.	18	38	26	36	53	76	62	309	0.8

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

	Statewide Assessment 2011-2012	Math Assessment Performance							Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	#	%
a	Children with IEPs	6,212	7,643	5,828	6,177	5,351	6,121	3,734	41,066	
b	IEPs in regular assessment with no accommodations	1,213	899	501	1,227	283	152	160	4,435	10.8
c	IEPs in regular assessment with accommodations	1,367	1,780	1,198	424	1,055	881	494	7,199	17.5
d	IEPs in alternate assessment against grade-level standards	0	606	451	377	423	403	0	2,260	5.5
e	IEPs in alternate assessment against modified standards	242	299	316	295	214	247	218	1,831	4.5
f	IEPs in alternate assessment against alternate	0	0	0	0	0	0	0	0	0

	standards									
g	Overall (b+c+d+e) Baseline	2,822	3,584	2,466	2,323	1,975	1,683	872	15,725	38.3

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

Statewide Assessment 2011-2012		Reading Assessment Performance							Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	#	%
a	Children with IEPs	6,211	7,638	5,826	6,177	5,346	6,116	3,478	40,792	
b	IEPs in regular assessment with no accommodations	1,099	861	467	407	241	148	119	3,342	8.2
c	IEPs in regular assessment with accommodations	1,092	1,577	1,005	1,048	789	735	555	6,801	16.7
d	IEPs in alternate assessment against grade-level standards	0	646	577	506	554	626	0	2,909	7.1
e	IEPs in alternate assessment against modified standards	250	315	290	281	253	304	278	1,971	4.8
f	IEPs in alternate assessment against alternate standards	0	0	0	0	0	0	0	0	0
g	Overall (b+c+d+e) Baseline	2,441	3,399	2,339	2,242	1,837	1,813	952	15,023	36.8

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2011**

**Overview of Issue/Description of System or Process:**

A key component of Louisiana's Accountability System is its statewide testing program. Each year, students in grades three through eleven participate in statewide assessments. Students in fourth and eighth grade participate in high stakes assessments (Louisiana Educational Assessments Program), which determine whether they are promoted to the next grade level. Tenth and eleventh grade students participate in the Graduate Exit Examination (GEE); however, students entering high school in the 2010-2011 school year and thereafter will not take the GEE. The End of Course Test (EOC) will replace the GEE for graduation purposes. Students in third, fifth, seventh, and ninth grades participate in the Integrated Louisiana Educational Assessment Program (iLEAP) test, which is designed to measure progress but does not determine whether students will be retained in their current grade.

At this time, students with disabilities who are candidates for graduation take the GEE or LEAP Alternate Assessment, Level 2. If they pass two of the three required assessment components at *approaching basic* or *above* and have met all other graduation requirements, a waiver for graduation purposes may be granted. As GEE and LAA 2 are being phased out, incoming freshmen entering high school in the year 2010-2011, will be required to pass two of three required components of the EOC to fulfill graduation requirements. A similar waiver process for the EOC will be available to students with disabilities.

Currently, there are five types of assessments for Louisiana students: Louisiana Educational Assessment Program/Graduation Exit Examination (LEAP/GEE), Integrated Louisiana Educational Assessment Program (iLEAP), LEAP Alternate Assessment, Level 2 (LAA 2), LEAP Alternate Assessment, Level 1 (LAA 1), and End-of-Course (EOC) Test, and American College Test (ACT). Currently, there is no data to reflect implementation of ACT.

**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 4 and 8 have mastered the State content standards. The Graduate Exit Exam (GEE) is initially administered at grade 10 and 11, with students taking the English Language Arts test and Mathematics test at grade 10. Students take the Science and 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.

The **iLEAP** is referred to as an “integrated” LEAP because it combines a norm-referenced test, which compares a student’s test results to the performance of students in a national sample with a criterion-referenced test that reports student results in terms of the state’s achievement levels. Performance for students in grades 3, 5, 6, and 7 on the CRT components of the iLEAP 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-reference 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 iLEAP 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 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.

**American College Test** - Every 8th-11th grade student in Louisiana will participate in the EXPLORE/Plan/ACT series, which will be funded by the State, beginning in the 2012-2013 school year. This series of ACT tests will serve as a guide for teachers and families as to what each high school student needs in order to be prepared to achieve at high levels, starting in 8th grade. The role of ACT in the school accountability system will be considered by the Board of Elementary and Secondary Education (BESE) later this year.

Standardized assessment reports for students with disabilities are located at the following link: <http://www.louisianabelieves.com/resources/library/assessment>  
<http://www.louisianabelieves.com/resources/library/data>

**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 performance of students with disabilities at the school level. However, information on the 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 2011:**

Louisiana did not meet its target for Indicator 3A, the percent of school districts with a disability group that meet the State's minimum "n" size that met the State's AYP targets for the disability subgroup. 48 of 94 districts (51.1%) have a disability subgroup that met the State's AYP targets. This reflects slight improvement from FFY 2011 when 50% of the districts met AYP for the disability subgroup. This improvement may have been influenced by Special Education Data Summits held in Fall 2011.

Louisiana met the target for Indicator 3B, the participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; and alternate assessment against alternate achievement standards. These data changed only slightly (.2%) from the previous year. Participation in reading declined from 99.4% to 99.2% in Reading/ELA and from 99.3% to 99.1% in math. Despite this slippage, these percentages 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 standards and alternate academic achievement standards. 36.8% of the children with IEPs who were enrolled for a full academic year scored proficient on the Reading/ELA assessment and 38.3% of the children with IEPs who were enrolled for a full academic year scored proficient on the Math assessment. While the target was not met, this reflects some improvement for FFY 2011. This improvement may have been influenced by Fall 2011 Data Summits, improvements to the General Education Access Guide, including dissemination of the Co-Teaching Guide, and continuation of various instructional initiatives.

**Improvement Activity 3.1 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 and instruction, (e.g., Reading First Positive Behavioral Interventions and Supports [PBIS], Strategic Instruction Model [SIM], Learning Initiative Networking Communities for Success [LINCS], significant disability literacy initiative).

## Discussion

RTI - The Response To Intervention (RTI) Leadership Team developed and published the Louisiana RTI Implementation Plan. A statewide RTI conference was held. Recorded sessions may be found on the resource tab of the Access Guide. <http://accessguide.doe.louisiana.gov/Site%20Pages/Resources.aspx>  
RTI coordinators no longer meet regularly due to organizational realignment and the implementation of LDOE's network support structure. RTI support will now be provided via the network teams within six regional areas to include the charter.

LACLIP - The Department published and provided professional development on the Louisiana Comprehensive Literacy Plan (LACLIP). This plan is a concrete and comprehensive approach to literacy development, beginning at birth and continuing through twelfth grade. It includes major components that address a variety of assessments including universal screening and progress monitoring, data-driven instruction, and sustainability of literacy programs.

SIM - Formerly, a Strategic Instruction Model (SIM™) state leadership team initiated a three year project to build local capacity for improved adolescent literacy instruction through the use of SIM™ Learning Strategies (LS) and Content Enhancement Routines (CER). The first year of "SIM in Support of Adolescent Literacy" was completed.

- A SIM Summer Institute was held and professional development on SIM Content Enhancement Routines and Learning Strategies was provided for newly participating schools.
- Implementation of SIM as a regular part of classroom instruction was monitored bimonthly.
- Technical assistance conference calls were held monthly.
- Students in grades 6-9 were administered universal screening to study the impact of the SIM Summer Institute.
- School data were reviewed and plans for a second summer institute in fall 2012 were made.
- A cadre of LA SIM Professional Developers who hold single or dual certification for University of Kansas, Center for Research on Learning (KU-CRL) is in place to build capacity in participating schools. Three statewide leadership meetings were held to update certification of Louisiana SIM-certified Professional Developers.

General Education Access Guide - The Access Guide State Leadership Team for students with mild/moderate disabilities hosted an orientation webinar and two face-to-face meetings addressing various literacy topics. The webinar is located on the Literacy Portal for the Access Guide. <http://accessguide.doe.louisiana.gov/Lists/Literacy/PageView.aspx>

PBIS - Through the Louisiana Positive Behavioral Interventions and Supports (PBIS) Initiative, Louisiana remains one of the few states that have systematically attempted the large scale implementation of positive behavioral support in schools.

- The LDOE provided direct supervision of PBIS implementation through management of the eight regional consortiums. Thirty-two regional PBIS trainings were held. Participation and attendance increased due to the Department's web-based professional development scheduling system.
- "Prevent-Teach-Reinforce (PTR)," a component of the initiative focused on Tier 3 services, was designed by national consultants and implemented in all regions. Efforts included Train-the Trainer sessions, ongoing demonstrations, shadowing, technical assistance, and consultation pieces, ultimately improving implementation. Plans were made for regional training by Cohort I and future "scale-up" efforts by Cohort II. Regional consortiums are required to allocate funds to sustain this initiative.
- Data for 2011-2012 indicate the number of schools implementing Positive Behavior Interventions and Supports (PBIS) included 1,057 of 1,509 schools (or 70%), including charter schools.
- The LDOE continues to use the Benchmarks of Quality (BoQ) and the School Wide Evaluation Tool (SET), two research-validated instruments, for reporting, monitoring, and facilitating implementation

of PBIS with fidelity.

SRCL - The competitive grant application process for Louisiana's Striving Readers Comprehensive Literacy (SRCL) program, Literacy is For Everyone (LIFE) Promise, was completed. SRCL is designed to improve school readiness and success of disadvantaged youth, birth through grade 12, by advancing their literacy skills. The process involved intensive statewide technical assistance, comprehensive application reviews, and on-site interviews by an expert literacy panel and national consultants. The first cohort of 16 local school districts and one charter school was selected. Additional webinars, meetings, and technical assistance were provided and a 4-day SRCL Leadership Summit was held for site leadership teams. These efforts focused on development of the LEAs' implementation plan. Onsite visits have been conducted with each subgrantee and ongoing support is currently provided by program staff and LDOE Network Coaches.

STEM - In an effort to increase student achievement in mathematics and improve teachers' instructional capacity, the Science, Technology, Engineering, and Math (STEM) goal office provided a series of professional development in multiple parishes. Consultants from Penn State University delivered sessions that focused on effective instructional math strategies for regular and special education math teachers of students with disabilities in a resource or inclusion setting. Topics included scaffolding in problem solving, core principles of math instruction, curriculum-based measures-benchmarks for critical foundations, concrete representation, spaced instructional review, foundations, spaced instructional review, concrete representation abstract, and other strategies to build computational and procedural fluency.

LETRS Foundations - In August and September 2011, the Department provided statewide training to district personnel special education personnel on LETRS Foundations: An Introduction to Language and Literacy.

### **Improvement Activity 3.1 C**

Partner with stakeholders in the design, implementation, and sustainability of an improved 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. (See also Indicator 5, Activity 5.1 for additional discussion.)

#### **Discussion:**

PARCC – Effective 2011-2012, Louisiana is participating in the Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium of states working collaboratively to develop new assessments that align with the Common Core State Standards (CCSS). To ease the transition to the new PARCC Assessments, Louisiana has established a four-year implementation plan. The first year of the plan, 2011-2012, calls for development of new assessments. During the second and third years, 2012-2013 and 2013-2014, to coincide with implementation of a transitional curriculum for grades 3-12, the state will administer transitional assessments. These transitional assessments will include test items that are aligned to the transitional curriculum only. Additionally, during these two school years, PARCC Assessments will be field tested. CCSS and PARCC assessments will be fully implemented in the 2014-2015 school year.

National Center and State Collaborative General Supervision Enhancement Grant (NCSC GSEG) – See Indicator 5.2 item 2.

Data Summits - The Special Education Unit of LDOE's Literacy Goal Office organized and held regional data summits that were directed and facilitated by the Cecil Picard Development Center. See Indicator 3 Discussion 3.5.

Co-Teaching Guide - Through the LDOE's State Personnel Development Grant (SPDG), a three-part webinar on the LA Co-Teaching Resource Guide was facilitated and published.

Institutions of Higher Education Institute –The Mild/Moderate Leadership Team hosted meetings that targeted personnel from Special Education Departments of the state's universities. As a result of these meetings, an institute focused on collaborative partnership efforts to improve pre-service and new teacher training was held



in June 2012.

LACLIP – See Indicator 3 Discussion 3.1 B 2.

SALSA - Through the Speech and Language Support for All (SALSA) Initiative, 150 speech pathology leaders (SLPs) were trained statewide, a mentoring guide for SLP leaders was disseminated, and multiple professional development sessions addressing educationally-relevant speech-language services aligned to Common Core State Standards were provided. Conference calls, on-line professional learning communities, and professional networking efforts were conducted to facilitate mentoring and capacity building.

Fiscal Model – A fiscal model entitled Tools for Integrating Education Funds was made available as a resource to local education agencies. This resource provided an overview of allowable uses of funds under major state-administered federal education programs and assisted school districts in integrating multiple funding sources to support project implementation of initiatives. This fiscal model is currently being revised to incorporate the changes and updates due to the LA ESEA waiver, CCSS, Compass and current initiatives.

### **Improvement Activity 3.1 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.

#### **Discussion:**

DIBELS Next Training - Continuing our efforts to build district capacity to train their own teachers in administration of *DIBELS*, the LDOE held *DIBELS NEXT* Training of Trainers (TOT) sessions in five locations throughout the state. Trained assessors in various school districts redelivered this training to their local personnel beginning Summer 2011.

LaSPDG - Through the LDOE's Louisiana State Personnel Development Grant, Department staff collaborated with staff from Louisiana State University to facilitate improved academic performance of middle and high school students. Efforts included the provision of training and resources that focused on improved programming and instructional services.

Co-Teaching Guide – A collaborative Strategist Team worked to develop and publish the Louisiana Co-Teaching Guide as a resource tool for teachers across the state to be used both online and in paper format. Staff continued efforts to edit and refine the document to ensure the most up-to-date format and accessibility.

Access Guide – Through the collaborative efforts of both the low incidence and the mild/moderate Access Guide Leadership Teams and LaSPDG, many tools and resources for teachers across the state were provided via the General Education Access Guide. Multiple sessions across the state included trainings on the use of this tool that includes instructional strategies, accommodations, and varied resources for students with disabilities. LDOE began efforts to revise and update this valuable tool.

Differentiated Instruction Institutes – Two Differentiated Instruction Institutes were held in March and April of this year. They provided professional development on instructional strategies in regular and special education settings. Session topics included differentiation, co-teaching, Accessible Instructional Materials (AIM), Universal Design for Learning (UDL), brain-compatible teaching strategies, cluster grouping, use of graphic organizers, technology, standards alignment, literacy and vocabulary strategies, and creativity.

Louisiana Autism Spectrum and Related Disabilities (LASARD) – See Indicator 5.2 Discussion.

Special Education Professionals' Workgroup - This workgroup, consisting of stakeholders from different

LDOE departments and varied work settings, met five times during 2011-2012 to problem-solve and discuss interests relative to students with disabilities and personnel working with these students.

### **Improvement Activity 3.1 E**

Continue efforts to build infrastructure for a Low Incidence Consortium that will guide 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 behavioral support, disability specific support) of personnel serving these students and evaluate the impact of the effort.

#### **Discussion:**

See Activity 5.6 for a discussion of this activity.

Significant Disabilities Leadership - This team of stakeholders collaborated and partnered with other groups at least twice to discuss this consortium, identify relevant issues pertaining to pre-service and in-service personnel, teacher effectiveness, access to the general curriculum and other priorities. See Indicator 5.2 item 2 discussion for additional information.

Communication Initiative - The communication initiative is a multi-state collaborative that seeks to develop statewide plans for ensuring all students have and are taught an effective communication system for instruction and assessment. A national consultant met with stakeholders to identify strategies and develop a plan of implementation. LDOE staff attended the Communication Initiative Institute in Kentucky to advance planning and advocacy efforts. Due to the Department's organizational realignment, support for this population will now be provided through the new Network Support Structure.

Access Guide for Students with Significant Disabilities – See Indicator 5.2 item 2 Discussion

### **Improvement Activity 3.3**

Revise the section of the General Education Access Guide for students with mild disabilities. The revision will incorporate accommodations and the use of assistive technology. 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.

**Discussion:**

The Access Guide State Leadership Team for services to students with Mild/Moderate Disabilities held distance and face-to-face meetings. Team members researched and created resources for the Literacy portal of the Access Guide to reflect shifts necessary to align to the Common Core State Standards. LDOE staff conducted the following activities:

- Website resources were presented at state, regional, and district meeting, conferences, and workshops to demonstrate functions of the Access Guide website with suggestions/discussions for incorporating strategies for accessibility, accommodations, strategies, and technology use in instruction targeting struggling students (i.e., LA CEC Super Conference and state SRCL Conference)
- Electronic updates on the Access Guide continued to be disseminated to all districts and charter schools via the LDOE's e-newsletter.
- A double-sided bookmark was created to publicize the "Top Ten" resources of the Mild/Moderate Access Guide Website and the Significant Disabilities website. Ten thousand copies were printed and distributed to regional and district Special Education Coordinators, Families Helping Families Centers, and conference attendees. The bookmark is available under the [Resources Table of the Access Guide](#).
- Plans for revision of the Access Guide-Significant Disabilities website were made in 2011-12. The website has been redesigned to allow for easier navigation by parents, teachers, and administrators.

**Description/Purpose of the Access Guide – Significant Disabilities**

This web-based resource provides very specialized information needed in the planning, implementation, and evaluation of educational programs for students with significant and complex disabilities. It was designed and continually upgraded with input from educators and family members who work directly with these students. In addition, leading national experts in the field have made major contributions to the content, ensuring that the website users have access to resources aligned to best practices and new research.

Related activities were:

- Showcased best practices within Louisiana schools.
- Empowered families with information needed to advocate for and support high quality educational programs.
- Provided clear and transparent information (e.g., the same content is available to parents, teachers and administrators) on a complex subject matter.
- Kept the site relevant by continually updating information to align with research, innovations, new resources, etc.

**Access Guide Section for LA Striving Readers Comprehensive Literacy (SRCL) grant**

Improvements to the Access Guide have been made, including the redesigned site that is moving into production soon, as well as a subsection specific for the SRCL sites operated in Louisiana. This section is focused on literacy support and communication for students with significant disabilities.

**Improvement Activity 3.4**

Develop a Mild/Moderate State Leadership Team to complement the Significant Disabilities Leadership Committee. The purpose of the Mild/Moderate State Leadership Team is:

- 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 teachers of policy and practice, and
- To serve in the capacity to advise the LDOE on matters pertinent to special education.

The LDOE leadership teams will meet; membership will be recommended by Regional Service Center and LDOE personnel. Planning via conference call will culminate in a face-to-face meeting in the fall.

**Discussion:**

- See discussion of Indicator 3.1 C 4.

➤ See discussion of Activity 3.3 regarding activities for students with Mild/ Moderate disabilities.

### **Improvement Activity 3.5**

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.

#### **Discussion:**

The Special Education Unit of LDOE's Literacy Goal Office organized and held regional data summits, under the direction and facilitation of The Cecil Picard Center for Child Development and Lifelong Learning. School districts and charter schools were invited to send a team to regional meetings held across the state on five dates in August and September 2011. The purpose of the data summits was to establish a district process for regular examination of special education data and the formation of district action plans. The Picard Center agreed to be available to contract directly with districts interested in facilitating action steps within districts/charter schools. After data summits were held, the Literacy Special Education Coordinators provided follow-up by reviewing action plans. Five special education coordinators provided technical assistance across the state.

### **Improvement Activity 3.6**

Identify where performance gaps 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 special education staff will develop methods of pairing schools for mentoring purposes.

#### **Discussion:**

The identification of the reading and mathematical performance gap between students with and without disabilities has closed the gap in low performance schools. The collection of practices, procedures, initiatives, and manpower utilized in those successful schools was not gathered due to the program not being fully implemented and received by the local education agencies. LDOE special education staff attempted to develop methods of pairing schools for mentoring purposes. The purpose of the proposed program was to assist the local education agencies with the training of teachers with the specialization of skills in the area of special education.

Louisiana Department of Education held Special Education data summits in fall of 2011. The summits were facilitated by an outside contractor (The Picard Center) who compiled data for each local education agency. Data were reviewed to obtain a comparison in order to identify districts with greater gain for students with disabilities and comparing strategies for districts with similar demographics are scheduled for the start of 2012 school year.

### **Improvement Activity 3.7**

The Access Guide website serves as a host for the State electronic Co-Teaching Guide. The website contains 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 will serve as an acceptable standard for submission and consideration for posting onto the website.

**Discussion:**

**Louisiana Co-Teaching and Access Guide** – The Co-Teaching Guide is now available via the Access Guide, located on the Department’s website.

[http://accessguide.doe.louisiana.gov/site%20documents/FINALcoteaching\\_guide.pdf](http://accessguide.doe.louisiana.gov/site%20documents/FINALcoteaching_guide.pdf)

See Indicator 3.3 Discussion.

**Improvement Activity 3.8**

The STEM office began a pilot project to engage two co-teaching pairs in math content development through a LaSIP project, while also coaching them through the co-teaching process.

**Discussion:** Trainings were conducted at the LEA and university level to increase the co-teaching skills of teachers of students with disabilities in the math content area. The STEM office sponsored two co-teachings in the LASIP math project at the University of Louisiana – Lafayette. Partnering teachers from select LEAs participated in the year-long professional development program through the university, tutored a selected cadre of students in the use of Borenson’s Hands-on-Equation program, and accompanied the students to the regional competition. Both teams had students who place with silver, bronze, or gold medals. The two teams were visited periodically by an LDOE STEM office special education liaison that encouraged them to adopt recommended co-teaching habits.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources  
for FFY 2011:**

**Improvement Activity 3.1.B (Discontinued)**

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 and instruction, (e.g., Reading First Positive Behavioral Interventions and Supports [PBIS], Strategic Instruction Model [SIM], Learning Initiative Networking Communities for Success [LINCS], significant disability literacy initiative).

**Improvement Activity 3.1 E (Discontinued)**

Continue efforts to build infrastructure for a Low Incidence Consortium that will guide 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 behavioral support, disability specific support) of personnel serving these students and evaluate the impact of the effort.

**Improvement Activity 3.4 (Discontinued)**

Develop a Mild/Moderate State Leadership Team to complement the Significant Disabilities Leadership Committee. The purpose of the Mild/Moderate State Leadership Team is:

- 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 teachers of policy and practice, and
- To serve in the capacity to advise the LDOE on matters pertinent to special education.

The LDOE leadership teams will meet; membership will be recommended by Regional Service Center and LDOE personnel. Planning via conference call will culminate in a face-to-face meeting in the fall.

**Improvement Activity 3.5 (Discontinued)**

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.

**Improvement Activity 3.7 (Discontinued)**

The Access Guide website serves as a host for the state electronic Co-Teaching Guide. The website contains 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 will serve as an acceptable standard for submission and consideration for posting onto the website.

**Improvement Activity 3.8 (Discontinued)**

The STEM office will begin a pilot project to engage two co-teaching pairs in math content development through a LaSIP project while also coaching them through the co-teaching process.

**Justification for Discontinued Activities 3.1B, 3.1E, 3.4, 3.5, 3.7, and 3.8:**

These activities are being discontinued as a result of realignment of the Department and redesign of the way professional development, technical assistance, and other supports are provided.

**Improvement Activity 3.1 C (Revision)**

Partner with stakeholders to collaboratively develop new statewide assessments that align with the Common Core State Standards (CCSS).

**Improvement Activity 3.1 D (Revision)**

The LDOE will support implementation of initiatives for K-12 students (e.g., Believe and Include Initiatives, Striving Readers Comprehensive Literacy [SRCL] et. al.) that includes the design, implementation, and sustainability of improved school-wide plans for targeted schools, which focuses on improved performance of students with disabilities using varied research-based strategies to close the achievement gaps. Supports will include online technical support and/or professional learning and linkage with existing reform efforts.

**Improvement Activity 3.6 (Revision)**

Provide support on instruction in Common Core State Standards to school and administrative personnel through Network Support Teams.

**Justification for Revised Activities – 3.1C, 3.1D, and 3.6**

These activities are being revised due to the restructuring of the Department, and redesign of the way professional development, technical assistance, and other support are provided.

**Improvement Activity 3.3 (Discontinued as a result of Completion)**

Revise the section of the General Education Access Guide (GEAG) for students with mild disabilities. The revision will incorporate accommodations and the use of assistive technology. This revision will assist teachers in providing access to the general curriculum to students with disabilities, while providing those teachers with guidance in the selection, administration, and evaluation of accommodations and the need for assistive technology for instruction and assessment of students with disabilities.

**Justification for Discontinued Activity – 3.3**

This activity has been completed. Revisions to the GEAG have been made.

**Improvement Activity (New) 3.9**

The LDOE will provide professional development, technical assistance, and improved correspondence to Department staff, local education agencies, and other stakeholders on assessment procedures and appropriate provision of accommodations for students with disabilities.

*Timeline:* 2012-2014

*Resources:* Office of Assessment and Accountability, Division of IDEA Support

**Improvement Activity (New) 3.10**

The LDOE will enhance accountability of internal/external data collection and reporting procedures for students with disabilities through improved internal collaboration and planning.

*Discussion:* This activity is being added to assist LEAs in the transition to Common Core State Standards as we strive to close the achievement gap of students with disabilities on statewide assessments.

*Timeline:* 2012-2014

*Resources:* Office of Assessment and Accountability, Division of IDEA Support

**Justification for New Improvement Activities – 3.9 and 3.10**

This activity is being added to assist LEAs in the transition to Common Core State Standards as we strive to close the achievement gap of students with disabilities on statewide assessments.

**Part B State Annual Performance Report (APR) for FFY 2011**

**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 2010-2011 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%. All districts were included in the calculation. For the FFY 2010, the state average was .62; thus, any district whose percentage was greater than .93 was identified as significantly discrepant.

For Indicator 4B, the State 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 more than one student in the race/ethnic group. During FFY 2010, the state average for Indicator 4A was .62; thus, any race/ethnic group whose percentage was greater than .93, and who had more than one student represented in the race/ethnic group, was considered significantly discrepant.

**Target Data for FFY 2010:**



FFY	Measurable and Rigorous Target	
FFY 2010	Indicator 4A	Indicator 4B
	11.4%	0%

**Actual Data for FFY 2010:**

**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 2010 (2010-2011)	117	32	27.3%

**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 2010 (2010-2011)	117	0	0%

Louisiana did not meet its target for Indicator 4A. Thirty-two (27.3%) of the LEAs were found to be discrepant in the rate of suspensions and expulsions in all students with disabilities. However, none of the districts were found to be discrepant as a result of inappropriate policies, practices, and procedures.

Louisiana met its target for Indicator 4B. Twenty-one LEAs appeared to be discrepant with respect to race/ethnicity. After reviewing the policies, practices, and procedures of each of the 21 LEAs, none were found to be discrepant. It should be noted that the total number of LEAs grew by three from the prior year.

**Review of Policies, Procedures and Practices**

For both 4A and 4B, all LEAs determined to be significantly discrepant were required to review and, if necessary, revise their policies, procedures, and practices to determine whether they failed to comply with the procedural safeguards of IDEA or if their policies, practices, or procedures contributed to the significant discrepancy. No districts were determined to be discrepant as a result of inappropriate policies, practices, and procedures during these reviews.

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target, which occurred for 2011:**

Louisiana reports slippage from the previous year's data (18.4%) for Indicator 4A. It should be noted, however, that the state continues to decrease the percentage of students that have been removed overall. During the 2010-11 school year, the State average decreased from .93% the previous year to .62%.

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 consortium structures, each district had access to trainings focused on increasing its capacity for addressing challenging behaviors.

#### **Improvement Activity 4.1**

Targeted Technical Assistance (systematic correction)

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. LEAs 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 persistence and severity of the problem of each LEA.

#### **Discussion of Improvement Activities:**

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 submit a report to the LDOE. LDOE personnel reviewed the responses and targeted technical assistance, staff development, and district-level planning were conducted to address concerns. In addition, three districts were monitored and provided technical assistance as part of the state's Performance-Based Monitoring process. The state developed and posted on its website a comprehensive series of webinars of IDEA requirements regarding removal of students with disabilities. A revised self-review instrument, previously developed by the LSU PBIS Project, continued to be available to all districts that were discrepant.

#### **Improvement Activity 4.2**

Critical Data Analysis:

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.

#### **Discussion of Improvement Activities:**

LDOE critically examined the suspension and expulsion data for 2010-2011 and initiated plans to address results during FFY 2011 by conducting administrator overview trainings and technical assistance meetings in all regions of the state. It is again noted that only two of the 26 districts identified in 2006-2007 were discrepant for the past three consecutive years, while only eight 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. 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 2011-2012 school year the LDOE provided technical assistance and staff development in discrepant districts in all regions.

**Improvement Activity 4.3**

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.

**Discussion of Improvement Activities:**

Data from the Louisiana Positive Behavior Interventions and 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 2011-2012, the LDOE mandated web based submissions of data to the LDOE. The state average for all BoQ scores rose from 84.9% during 2010-2011 to 86.8% during 2011-2012 (2.7% 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%). Additionally, during the 2011-2012 school year, 95 out of the 105 evaluated schools (90.4%) reached 80% or higher on the SET General Index and 88 out of those 105 schools (83.8%) achieved the 80/80 criteria.

**Improvement Activity 4.4**

Data Verification:

1. LDOE will develop and implement a data verification review for ensuring that data for this indicator are accurate.

**Discussion of Improvement Activities:**

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.

**Improvement Activity 4.6**

The LDOE will contract with national consultants and roll out intensive version of the Prevent-Teach-Reinforce (PTR) PBIS tertiary model, including identifying, training, and deploying nine other regional contacted trainers to implement the model. LEAs targeted will include the discrepant LEAs.

**Discussion of Improvement Activities:**

During the 2011-2012 school year, the LDOE selected eight professionals (trainers) from each of the state's regions to participate in the project. In August, seven of the eight trainers attended a two-day didactic training in which the PTR process was presented along with interactive activities to increase their understanding of how the process is implemented with school-based teams. Following the training, the trainers were requested to complete one school-based case study in which they facilitated the PTR process. Support was provided through individual coaching phone-calls, use of technology such as Skype or Adobe Connect, and through e-mail. After completing a case study, the trainers were then asked to select four additional professionals (coaches) in each of their regions and through the job-embedded coaching model, provide them with guided training and support to implement the PTR process with student-centered teams. The primary outcome identified by the State was to increase the number of people trained to implement PTR. The eight consultants (Cohort I) trained regionally and the new trainers (Cohort II/Behavior Coaches) will be scaling up the model up regionally during the 2012-2013 school term. Regional consortiums will be required to set aside specific funds allocated by the LDOE to continue the roll out of this initiative.

#### **Improvement Activity 4.7**

The LDOE will provide oversight of the implementation of the BESE Model Master Discipline Plan as a part of its data driven Performance-Based Monitoring (PBM) process of LEAs.

#### **Discussion of Improvement Activities:**

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.

#### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

#### **Improvement Activity 4.1 (Revised)**

Targeted Assistance through web-based training

1. LDOE will provide professional development and materials through various web-based programs.
2. Districts identified as being discrepant will have available specific materials of the requirements of 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.
3. The LDOE has posted on its website a comprehensive series of webinars of IDEA requirements regarding removal of students with disabilities. A revised self-review instrument, previously developed by the LSU PBIS Project, will be required of all discrepant districts (4A and 4B).

*Justification:* The Department is transitioning to a distance learning model for professional development. To that end, LEAs will have an accessible, economical, and user-friendly framework for acquiring professional development, technical assistance, and training resources.

*Timeline:* FFY 2012-2013

*Resources:* LDOE staff

#### **Improvement Activity 4.6 (Revised)**

The LDOE through its eight PBIS consortiums will continue to implement the intensive version of the Prevent-Teach-Reinforce (PTR) PBIS tertiary model, including requiring in each consortium's "Scope of Work" specified requirements that PTR trainings be offered to all districts. Districts targeted will include discrepant districts.

*Justification:* LEAs identified for the intense model of Tertiary training with its ongoing demonstration, shadowing, technical assistance, and consultation exhibited a greater understanding of implementing of the concepts and processes. Regional consortiums will be required to set aside specific funds allocated by the LDOE to continue to implement this initiative.

*Timeline:* FFY 2012-2013

*Resources:* PBIS Initiative, LEA personnel, SPDG

#### **Improvement Activity 4.3 (Discontinued)**

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.

**Improvement Activity 4.7 (Discontinued)**

The LDOE will provide oversight of the implementation of the BESE Model Master Discipline Plan as a part of its data driven Performance-Based Monitoring (PBM) process of LEAs.

*Justification:* This activity is being discontinued as a result of LDOE discontinuing PBM.

**Part B State Annual Performance Report (APR) for 2011**

**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.

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

**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.

<b>Measurable and Rigorous Targets</b>			
<b>FFY</b>	<b>Indicator #5 A</b>	<b>Indicator #5 B</b>	<b>Indicator #5 C</b>
<b>2011</b>	<b>62.5%</b>	<b>12.5%</b>	<b>1.8%</b>

**Actual Target Data for FFY 2011:**

<b>Measurable and Rigorous Targets</b>			
<b>FFY</b>	<b>Indicator #5 A</b>	<b>Indicator #5 B</b>	<b>Indicator #5 C</b>
<b>2011</b>	<b>61.2%</b>	<b>13.5%</b>	<b>1.3%</b>

**Calculations:**

Educational Environments	October , 2011		Calculations
	Number	Percent	
A. Inside Regular Class 80% or more of day	43,520	61.2%	$43,520/71,095 \times 100$
B. Inside Regular Class less than 40% of day	9,584	13.5%	$9,584/71,095 \times 100$
C. In separate schools, residential facilities, or homebound/hospital placements	941	1.3%	$941/71,095 \times 100$

*Source: 618 data (Part B, IDEA Implementation of FAPE Requirement, Educational Environment of Children with Disabilities Ages 6-21) October 1, 2011*

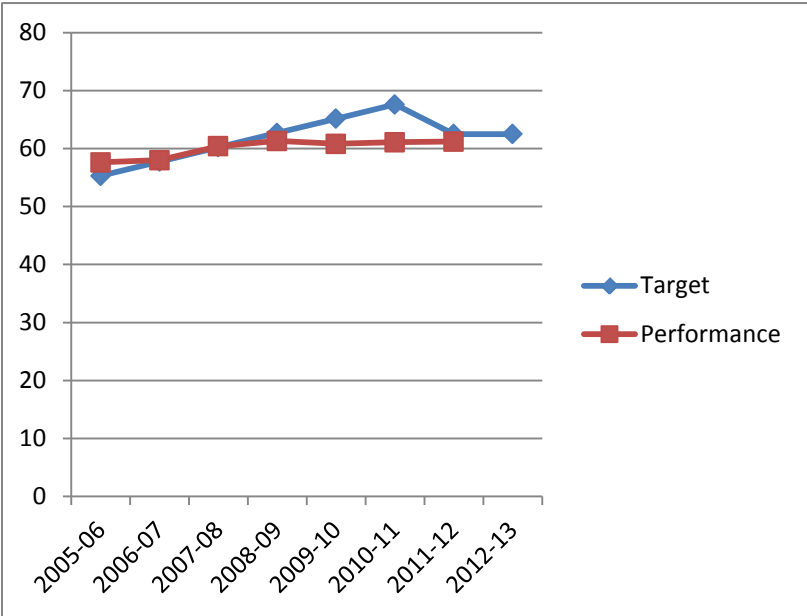
**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2011:**

Louisiana met one of the three targets. Louisiana both met and exceeded the target for 5C (1.8%) 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%**.

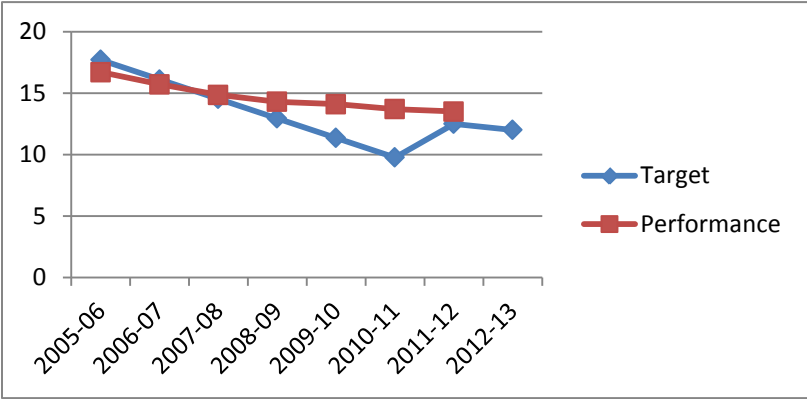
Louisiana did not meet the target for 5A to increase the percent of children with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day. The target for 5A was **62.5%**, and the actual performance was **61.2%**. Louisiana did not meet the target for 5B to reduce the percent 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 **12.5%**, and the actual performance was **13.5%**.

Although Louisiana did not meet 2 of the 3 targets, there was improvement from the previous year. For indicator 5A, there was an increase of **0.1** percentage point for children who are served inside the regular class 80% or more of the day. For Indicator 5B, there was a decrease of **0.2** percentage points in the children with IEPs aged 6 through 21 who were inside the regular class less than 40% of the day. There was no change for Indicator 5C 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.

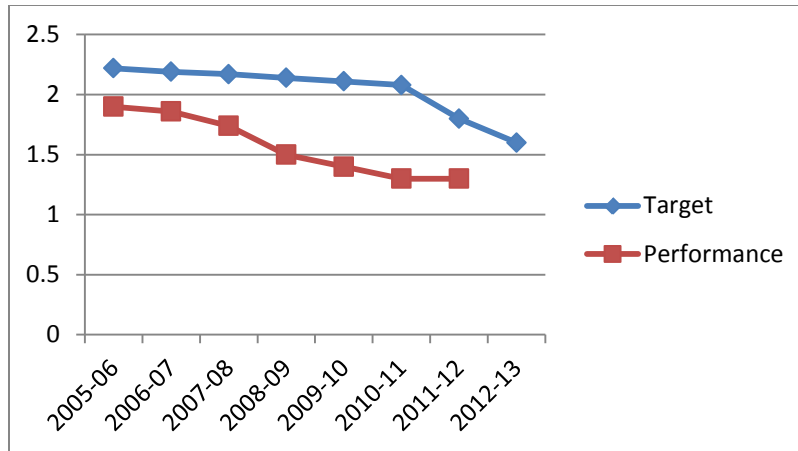


5A Reg. Class 80% or more of day



5B Reg. Class less than 40% of day





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

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target that occurred for 2011:**

**Improvement Activities 5.2**

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

**Note:** This activity was scheduled for discontinuation, however, extensive work was conducted on this activity and has been included as part of this year's APR. This activity will continue through the 2012-2013 school year.

**Discussion of Improvement Activities**

Multiple efforts/structures are in place to support a coherent professional development plan.

1. *Louisiana State Personnel Development Grant (LaSPDG)* has supported 15 districts across the state to improve educational outcomes for students with disabilities through sustainable evidence-based practices. Direct support was provided to each participating district to provide technical assistance through data collection and analysis, and school improvement practices. Data reporting included placement of students with disabilities (LRE), suspension and expulsion, attendance, and reporting of grant related activities.

Districts also had access to statewide professional development opportunities, job-embedded PD through webinars, and access to resources through the LaSPDG website. LaSPDG also collaborated with LDOE staff to develop and deliver professional development.

- **SPDG Day** – Statewide professional development event that provided a face-to-face opportunity for all participating districts to access content from local and national consultants. This was also an opportunity for lateral capacity building between districts and among professionals within a district. School and district personnel learn together with families and community members.
- **LDOE Collaboration** – LaSPDG staff collaborate frequently with LDOE staff to accomplish activities that impact the outcomes of students with disabilities.

- **Louisiana Co-Teaching Guide** – July 2010 LaSPDG and LDOE collaborated to support a Strategist Team to develop the guide. The guide was developed as a resource tool for teachers across the state to be used both online and in paper format. Staff are working continuously to edit and refine the document to ensure it is in the most up-to-date format.
- **Access Guide** – LaSPDG staff worked collaboratively with both the low incidence and the mild/moderate Access Guide Leadership Teams to develop tools and resources for teachers across the state.

## 2. *Leadership Development/Activities*

During the 2011-2012 school year, the LDOE operated the Access Guide Leadership Team (Significant Disabilities) and the Mentorship for Change subcommittee. These groups provided guidance to the LDOE on issues related to services and supports for students with significant disabilities, with an emphasis upon services in the least restrictive environment. Sample initiatives addressed included:

- Expansion of literacy guidelines/procedures/resources to include students with significant disabilities in school literacy programs,
- Improvements to the LDOE's web-based Access Guide-Significant Disabilities (<http://sda.doe.louisiana.gov>),
- Strategies for mentoring others in best practices in supporting students with significant disabilities in literacy opportunities,
- Development and implementation of a professional development agenda (e.g., webinars, institute, case study approach, workshops, communication initiative), and
- Preparation for transition to Common Core State Standards.

Through its membership in the federally funded project [National Center and State Collaborative General Supervision Enhancement Grant \(NCSC GSEG\)](#), the LDOE supported a Community of Practice (comprised of local school system educators) in examining issues related to the development of an alternate assessment aligned to the Common Core State Standards for students with significant disabilities.

The Louisiana Services to Children and Youth with Deaf-blindness federal grant has supported this 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 products on communication and video/photo exemplars for posting on the Access Guide website. The LDOE is continuing to fund the LASARD (Louisiana Autism Spectrum and Related Disabilities) Project for the 2012-2013 Fiscal Year. The goals of this project area (a) to develop for the State, best practice Autism Program Quality Indicators and a Guide to support highly effective programs and classroom instruction for students with autism and related disabilities, (b) to develop a pool of skilled educators working with students with autism and related disabilities across the state, and (c) to foster the development of model practice school sites and exemplary educators statewide that exhibit effective, research based practices in instructional programs for students with autism and related disabilities. The LASARD Project placed a strong emphasis on the provision of services in the least restrictive environment, as well as provided professional development on evidence-based practices.

3. *Professional Development through the LASARD Project* included: online monthly Workgroups, online Autism Training Modules, Autism Summer Institute, Louisiana Autism Quality Indicators (LAQI), LAQI User's Guide, Introductory Training DVD: Introduction to ASD and Effective Educational Programming, and a Foundations Training DVD: Foundations of Teaching Students with Autism Spectrum Disorders. Technical support is provided to all participating LASARD schools by a LASARD facilitator. Regular onsite technical support is given school-based teams at all schools within this project to assist with the implementation

of each LASARD school's action plan. LASARD has been nationally recognized by Learning Port, and have their Autism Training Modules posted within Learning Port.

#### **Improvement Activity 5.4**

B. Expand efforts to infuse the needs of students with disabilities within the context of the following existing initiatives:

- 1) general education literacy/reading programs at the state, district, and building levels; and
- 2) provision of alternate instructional materials for students with print disabilities.

Work with the following groups in this effort: LDOE disability leadership committees, Louisiana Assistive Technology Initiative (LATI), LDOE literacy central office and field personnel.

#### **Discussion of Improvement Activities**

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. This work continued:

- One district contracted with the SUNS Center to develop a handbook on special education policies and procedures, and training on PD topics related to inclusion.
- The LDOE supported strategic planning to reduce teacher attrition in special education and to ensure that schools were fully staffed at the start of the 2012-2013 school year. Actions included planning for pre-service PD days and collaboration with LDOE/Teach Louisiana.

Extensive work related to this activity has continued, including the following:

- 1) The Striving Readers Comprehensive Literacy (SRCL) grant is a federal grant aimed at improving the reading and writing skills of disadvantaged youth. Louisiana's definition of disadvantaged youth includes children and students who are: living in poverty, homeless, or in foster care; limited-English proficient, new immigrants, or migrant; challenged by disabilities; pregnant or teenage parents; at-risk of not graduating with a diploma on time or have left school before receiving a high school diploma; or have been incarcerated. The SRCL flow-through funds directly support Local Education Agencies (LEAs) in their literacy efforts to benefit children from birth through twelfth grade. In April 2012, the Louisiana Department of Education announced the first cohort of 16 local school districts and one charter school that the agency recommended to receive sub-grants. The LDOE developed a web-based resource (<http://tiny.cc/lasrcl>) to support literacy programs for students with significant disabilities in these SRCL grant sites.
- 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 funded Assistive Technology (AT) Regional centers that provided professional development, consultations, and technical assistance to improve the capacity of districts and schools to provide their own AT structures. The regional centers incorporated AIM and UDL into their program activities and worked with districts to integrate AIM as part of each district's AT policy and regular practice. As a result, 72 Louisiana school districts and 32 non-public and charter schools participated in the Assistive Technology Regional Center Initiative for reporting on the 2011-12 AT End-of-Year Report. 77 of those LEAs reported on the following:
  - 1) 59 LEAs (77%) have AT policy and procedures.
  - 2) 72 LEAs (94%) provide some level of their own AT PD.
  - 3) 61 LEAs (79%) have an AT team or an individual assigned to coordinate AT for the district.

The LDOE state consultant also provided professional development and guidance on AT, AIM and UDL throughout the year. LATI coordinators collaborated with other LDOE initiatives including the

SRCL Grant, Access Guide, and Leadership Committees to support integration of technology and access across programs. In 2010, new fields were added to the state's online IEP database that captures AT and AIM. Data from July 1, 2012 revealed a significant increase in the number of students with AIM reported on the IEP at 6,060 and the number of students using AT (Official and Amended Official reporting) at 46,289.

The AT Regional centers maintain resources, tutorials and communication through websites:

[Southeast Assistive Technology Center Website](#)  
[South River Assistive Technology Center Website](#)  
[Central and South Central Assistive Technology Centers Website](#)  
[Southwest Assistive Technology Center Website](#)  
[Northwest Assistive Technology Center Website](#)  
[Northeast Assistive Technology Center Website](#)

- 4) The LDOE continues to promote the Speech and Language for All (SALSA) Initiative. This initiative promotes improved academic outcomes for struggling students and students with speech-language or other disabilities through classroom-based services, when appropriate, focus on educationally-relevant speech-language services, and improved collaborative efforts between speech-language pathologists (SLPs) and other educators. Professional development and implementation efforts during the 2011-2012 school year reflected a concentration on Common Core State Standards. Two national experts were contracted to provide professional development in the areas of educationally-relevant speech-language services and speech-language services relative to Common Core State Standards. Statewide training sessions were presented in October 2011 and January 2012. Additionally, a second SLP Cadre Leadership Academy was held, increasing the number of SLP leaders available for local and systemic capacity-building from 100 to 150. Capacity-building efforts focused on providing appropriate curriculum-based speech-language services in the LRE. To support readiness for SLP educator effectiveness evaluations via the LDOE's selected evaluation process (COMPASS), sample Student Learning Targets for assessing speech-language services connected to the Common Core State Standards were made available on the LDOE website. Finally, a second presentation on the SALSA Initiative was made at the national convention for the American Speech-Language-Hearing Association (ASHA) in November 2012.

During a second year of implementation, a number of research studies and activities were conducted during Phase II of the SALSA Development Site Project, a collaborative effort between a local school system, Louisiana State University, and the LDOE. For the second year, this project indicated improved outcomes for struggling students and students with disabilities. Various studies explored the efficacy of curriculum-based speech and language interventions. One study involved the impact of selected comprehension, fluency, vocabulary, and phonemic awareness treatments on low performing kindergarten students. Students in these groups showed fairly steady to rapid gains and two groups were identified: low performers from low socioeconomic environments who made rapid gains and those who made gradual progress, but continued to perform below average, indicating need for a Pupil Appraisal Evaluation.

In other studies, language interventions were provided to children in three classrooms during their reading block. Students received 5 minutes per day of additional articulation drills that were embedded into language concepts such as rhyming, attributes, functions, plurals, analogies, negatives, categorization, exclusion, sequencing, absurdities, and wh-questions. During the sixteen week intervention period, students with developmental delay improved receptively by six months and receptively by 6-12 months after having shown limited progress in previous years. During an eight week trial, fourth grade students functioning below average (one standard deviation or more below) received language interventions that targeted decoding skills taught through interactive PowerPoint lessons. Eighty percent of students receiving language interventions improved by one or more standard deviations.

### Improvement Activity 5.5

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.

#### Discussion of Improvement Activities

Although the “Think Tank” committee is no longer in existence, recruitment, and retention efforts continue as noted below:

- 1) The Louisiana Department of Education (LDOE) operates the Teach Louisiana! website (<http://teachlouisiana.net/>) as a means of providing a primary source for information regarding teacher certification, preparation, and recruitment in the state. Via this site, teachers can learn about Louisiana’s teacher certification requirements and any available certification programs that are recognized by the Department. Educators can also browse job postings submitted by public schools and engage in the Department’s Workforce Talent Recruitment Services (see below) through the site. The Department also operates related Teach Louisiana Facebook and Twitter pages, where notifications of vacancies in high-needs areas, such as special education, math, and science, and other alerts are posted.
- 2) The Louisiana Department of Education (LDOE) offers a free recruitment service called the “**Workforce Talent Recruitment Services**” that matches certified leaders and teachers that meet the requirements for certification and highly qualified status to districts with openings in an effort to ensure higher academic achievement for all students, eliminate achievement gaps, and prepare students to either attain a college degree or pursue a professional career.
- 3) The LDOE’s Division of Certification, Preparation and Recruitment’s “Recruitment Team” attends university job fairs throughout the state and out-of-state in order to share information about our **TeachLouisiana.net** website and market our free recruitment services in order to attract more educators to our “**Workforce Talent Recruitment Services**” system, especially professionals certified in high-needs areas, such as special education, math, and science.
- 4) The LDOE’s Statewide Staffing Initiative (LSSI) has helped low-performing schools in ten 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 advises district staff in working individually with school leaders to project vacancies, create strategic staffing plans and refer candidates, adding capacity and ensuring a constant focus on hiring. Through an intensive workshop series, principals learn how to market their schools to prospective candidates, identify and select for desired teacher qualities, and develop and employ effective interviewing and on-boarding techniques.

### Improvement Activity 5.6

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.

#### Discussion of Improvement Activities

In spring 2012, representatives from multiple Offices within the LDOE will convene to identify strategies for continued support for the Consortium.

Discussion: The meeting did not occur due to the realignment of the LDOE and the change in priorities.

#### **Improvement Activities 5.8**

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.)

#### **Discussion of Improvement Activities**

Refer to Indicator 3, Activity 3.5.

After the data summits held in August and September of 2011, the Literacy Special Education Coordinators provided follow-up by reviewing the action plans. 5 special education coordinators across the state provided technical assistance.

The LDOE contracted with a consultant to work with the special education departments of the two largest LEAs to organize their roles and responsibilities of their central office staff. They used the data from the institutes to assist in this work. One district completely revamped their central office job descriptions to move staff from compliance driven support to programmatic instructors. The other developed a Content Mastery Handbook and implemented a Content Mastery Center. Professional development was conducted and included sessions on strategies and instructional interventions. Statewide assessment scores for all students with disabilities were analyzed to identify trend data and shared with school administrators.

### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011**

#### **Improvement Activity 5.4 (Revision)**

Expand efforts to infuse the needs of students with disabilities across curriculum and instruction through efforts of transitioning to the National Common Core Standards.

*Timelines:* On-going

*Resources:* Division of IDEA Support/IDEA Services; Network Teams, AIM Consortium, Louisiana Assistive Technology Institute (LATI)

#### **Improvement Activity 5.6 (Discontinued)**

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.

#### **Improvement Activity 5.8 (Discontinued)**

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.

**Justification for Deleted Activities – 5.6 and 5.8**

These activities are being discontinued as a result of realignment of the Department and redesign of the way professional development, technical assistance, and other supports are provided.

**Part B State Annual Performance Report (APR) for 2011**

**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.

2011 (2011-2012)	Measurement A Baseline = 21.2% Measurement B Baseline = 4.29%
2012 (2012-2013)	Measurement A Measurable and Rigorous Target = 25% Measurement B Measurable and Rigorous Target = 3.0%

**Actual Target Data for FFY 2011:**

OSEP did not require states to report actual target data for this APR Indicator until FFY 2011. Louisiana began collecting the data for the new measurement table on July 1, 2010 and had data for FFY2012. The baseline data for the FFY 2011 is reported below in the chart and the targets for this Indicator were set based on the data from FFY 2010 and FFY 2011.

**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:**

<b>Measurement A</b>	A1 = 2,070	A1 + B1 = 2,173	2,173 / 10,240 = .212 x 100 =	21.2%
	B1 = 103			
<b>Measurement B</b>	C1 = 421	C1 + C2 + C3 = 440	440 / 10,240 = .042 x 100 =	4.29%
	C2 = 18			



	C3 = 1			
Total number of 3-5 year olds w/ IEPs	10,240			

A1= # 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= # 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

**Improvement Activities/Timelines/Resources for FFY 2012-2013:**

<p><b>Improvement Activity 6.1</b> The LDOE supports engagements with Special Quest to assist two selected school districts with options and recommended practices to facilitate more inclusive practices for children with disabilities in general education preschool programs.</p>
<p>Timeline: Year one- FFY 2011-2012; Year Two- 2012-2013 Resources: LDOE Preschool Staff, Special Quest consultants, School District Personnel, Regional Field Staff</p>
<p><b>Improvement Activity 6.2</b> The LDOE conducts an annual Preschool and Kindergarten Conference. The conference highlights breakout sessions geared for Special Education preschool staff to inform them on best practices for integrating and maintaining participation of preschool disabled children in the least restrictive environment.</p>
<p>Timeline: January 2012 Resources: Selected university Personnel and LDOE personnel</p>
<p><b>Improvement Activity 6.3</b> The LDOE conducts visits to early childhood classrooms across the state. A research based environmental preschool rating scale 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>Timeline: SY 2011-2012; SY 2012-2013 Resources: LDOE Preschool Staff</p>
<p><b>Improvement Activity 6.4</b> The LDOE facilitates a three-year grant to conduct the Louisiana Early Education Program (LEEP) Institute to allow students and teachers to take college courses needed to become certified in Early Intervention and work with children 3-5 years of age who have disabilities.</p>
<p>Timeline: Summer 2012-2013 Resources: LDOE Preschool Staff; Institutes of Higher Education</p>

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

**Part B State Annual Performance Report (APR) for 2011**

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

**Summary Statements for Each of the Three Outcomes:**

**Summary Statement 1:** Of those preschool children who entered or exited 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.

Summary of Data Collection and Reporting						
FFY	Data Collection Period (School Year)	Date Reported	Measurement Method			
			AEPS RV		AEPS <sub>i</sub>	
			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			•	•
2011	07/01/11 – 06/30/12	February 2013			•	•

\* Until January 1, 2007 # After January 1, 2007 ^ Until January 1, 2010  
 (AEPS RV = Assessment, Evaluation, and Program System- Research Version)  
 (AEPS<sub>i</sub> = Assessment, Evaluation, and Program System for Infants and Children)

**Table 7.1 Progress Data for Preschool Children Exiting in FFY 2011**

*Note: Percent totals in this table were calculated by the AEPS<sub>i</sub> 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	71	1.8	74	1.9	62	1.6
b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	777	19.5	848	21.3	645	16.2
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	592	14.8	851	21.3	530	13.3
d. Children who improved functioning to reach a level comparable to same-aged peers	1,436	36.0	1,425	35.7	1,594	40.0
e. Children who maintained functioning at a level comparable to same-aged peers	1,112	27.9	790	19.8	1,157	29.0
Total	3,988	100%	3,988	100%	3,988	100.1%

**Table 7.2 State Targets and Actual Data for Preschool Children Exiting in FFY 2011 Compared to State Trend and National Actual Data for FFY 2010**

Summary Statements	FFY 2009 State Actual %	FFY 2010 State Actual %	FFY 2011 State Actual %	FFY 2011 State Target %	FFY 2010 National Actual %
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>					

1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they exited the program.	63.4	69.6	<b>70.5</b>	63.5	80.8
2. The percent of children who were functioning within age expectations by the time they exited the program.	67.5	64.9	<b>63.9</b>	68.0	59.7
<b>Outcome B: Acquisition and use of knowledge and skills</b>					
1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they exited the program.	63.0	70.9	<b>71.2</b>	63.5	81.0
2. The percent of children who were functioning within age expectations by the time they exited the program.	57.8	56.2	<b>55.5</b>	58.0	52.5
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>					
1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they exited the program.	70.6	74.7	<b>75.0</b>	71.0	80.9
2. The percent of children who were functioning within age expectations by the time they exited the program.	74.3	69.0	<b>69.0</b>	74.5	65.8

**Discussion of Targets in Table 7.2 and Explanation of Progress or Slippage that occurred for 2010-2011:**

Summary Statement 1 - Increasing the rate of growth for children during their time in ECSE

Analyses of outcome data for FFY 2011 indicate that Louisiana exceeded the targets for substantially increasing the rate of growth of children exiting ECSE services in all outcome areas. Results surpassed targets 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. Significant improvement will need to continue for the State's performance to be comparable to that of the nation.

Summary Statement 2 - Children functioning within age expectations upon exit from ECSE

FFY 2011 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. However, analyses of the data indicate that slippage for the Social Emotional Skills outcome and the Knowledge

and Skills outcome was not statistically significant from FFY 2010 performance. Performance results for Use of Appropriate Behaviors to Meet Needs did not change from the prior year. Though State targets were not met, Summary Statement 2 performance exceeded the FFY 2010 national averages for each of the three outcome areas. This information suggests that the LDOE should recalibrate the targets for this summary statement.

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target, that occurred for 2011:**

**Improvement Activities 7.3**

A. 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.

**Discussion of Improvement Activities:**

The 2012 Conference sponsored by the LDOE was attended by approximately 1,300 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 that this professional development and networking opportunity supports inclusion and improved child outcomes.

B. An 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.

**Discussion of Improvement Activities:**

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 120 formal classroom evaluations were conducted in FFY 2010. Additionally, approximately 230 technical assistance visits were made to classrooms in order to provide feedback and support outside of the formal evaluation process.  
(ECERS-R = Early Childhood Environment Rating Scale-Revised)

C. Provide in-service to districts to instruct how to use the preschool data system.

**Discussion of Improvement Activities:**

Because of ongoing staff turnover in local districts, there remains a need for data entry training. 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. The webinar recordings remain available for all users. Tutorials and tips that are specific to data entry for OSEP reporting are also available at the data system website.

D. 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.

**Discussion of Improvement Activities**

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.

E. Individualized technical assistance for each district relative to the preschool data system.

**Discussion of Improvement Activities:**

LDOE staff review preschool data each quarter for accuracy. Districts are contacted and assistance is provided when data errors are identified. Additionally, technical assistance is provided to each district on an “on demand” basis by telephone and via e-mail.

F. LDOE representative attends the Early Childhood Outcomes Conference

**Discussion of Improvement Activities:**

An LDOE preschool staff member attended the annual NECTAC ECO Conference to stay informed of current issues and gather information to be communicated to local districts.

G. 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.

**Discussion of Improvement Activities:**

LDOE is engaged in effort 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.

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

**Improvement Activities 7.3 (Discontinued)**

A. 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.

Justification: This activity is being discontinued as a result of realignment of the Department and redesign of the way professional development, technical assistance, and other supports are provided.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development:

**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 2011	45%

**Actual Target Data for FFY 2011: 34%**

[( 418 parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by (the total of 1,231 respondent parents of children with disabilities)] times 100. ( $418 \div 1231 \times 100 = 34\%$ )

In FFY 2011, there were 18,422 surveys mailed to parents, and 1,231 surveys with valid data were returned for a return rate of 6.7%.

Prior data show that the percent of parents meeting the indicator standard increased from 31% in FFY 2007 to 36% in FFY 2008 and 39% in FFY 2009, followed by a decrease in FFY 2010 to 32%. FFY 2011 shows a gain of two percentage points, up to 34%.

Although we can report a gain of two percentage points for FYY 2011, the state continues to have a large volume of surveys returned 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. Of the 18,422 surveys mailed, 1,782 (9.7%) were returned to the LDOE by the U.S. Postal Service as undeliverable.

**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	16	8	50%	47%-53%
Asian or Pacific Islander	7	3	43%	40%-46%
Black/African-American (Not Hispanic)	401	131	33%	30%-36%
Hispanic or Latino	10	2	20%	18%-22%
White (Not Hispanic)	618	219	35%	32%-38%

179 Unknown Race/Ethnicity – Total Child Count = 1,231

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	110	48	44%	41%-47%
Kindergarten – Grade 5	519	179	35%	32%-38%
Grades 6-8	279	77	28%	25%-31%
Grades 9 – 12	323	114	35%	32%-38%

Child Count = 1,231

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
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	92%
9	My child's evaluation report is written in terms I understand.	92%
10	Written information I receive is written in an understandable way.	92%
16	Teachers and administrators respect my cultural heritage.	92%
11	Teachers are available to speak with me.	91%
5	All of my concerns and recommendations were documented on the IEP.	89%
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.	86%
18	The school has a person on staff that is available to answer parents' questions.	86%
14	Teachers and administrators show sensitivity to the needs of students	83%

<b>Schools' Efforts to Partner with Parents Scale (SEPPS)</b>		
<b>Parent Participation Survey Items Ranked According to Frequency of Agreement Responses – From Highest to Lowest Agreement</b>		
<b>Item #</b>	<b>Parent Survey Item</b>	<b>Percent of Parents Who Agree, Strongly Agree, or Very Strongly Agree</b>
	with disabilities.	
15	Teachers and administrators encourage me to participate in the decision-making process.	83%
17	Teachers and administrators ensure that I have fully understood the Procedural Safeguards.	82%
22	The school offers parents a variety of ways to communicate with teachers.	81%
13	Teachers and administrators seek out parent input.	79%
19	The school communicates regularly with me regarding my child's progress on IEP goals.	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%
20	The school gives me choices with regard to services that address my child's needs.	75%
6	Written justification was given for the extent that my child would not receive services.	72%
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	72%
25	The school explains what options parents have if they disagree with a decision of the school.	71%
24	The school provides information on agencies that can assist my child in the transition from school.	63%
7	I was given information about organizations that offer support for parents of students with disabilities.	58%
21	The school offers parents training about special education issues.	52%
2	I was offered special assistance (such as child care) so that I could participate in the IEP meeting.	50%

SY 2011-12 Louisiana Parent Survey

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target, which occurred for 2011:**

**Improvement Activity 8.1**

**Families Helping Families Resource Centers (FHF)** 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:

A. Families Helping Families Resource Centers will hold a minimum of six parent/educator training sessions per school year on topics such as:

- increasing meaningful parental involvement in all aspects of school activities and environments
- least restrictive environment
- IEP/program development
- Communication
- assessment decisions including Louisiana's *Grade-Level Expectations*
- transition

B. Two of the training sessions will be presented in cooperation with at least one LEA in each of the regions:

- Region 1, Southeast Louisiana
- Region 2, Greater Baton Rouge
- Region 3, Bayou Land
- Region 4, Acadiana
- Region 5, Southwest Louisiana
- Region 6, Crossroads
- Region 7, Northwest Louisiana
- Region 8, Northeast Louisiana
- Region 9, Northshore
- Region 10, Greater New Orleans

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).

**Discussion of Improvement Activities**

**8.1 A** Seventy-seven (77) FHF workshops impacting 924 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.

**8.1 B** Each of the ten FHF centers worked collaboratively with their regional LEAs. In addition to the workshops discussed in 8.1, the ten centers conducted forty workshops for 813 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 45 Core Team meetings. The LDOE deliverables encouraged the FHF centers to work closely with the LEAs to better assist LEAs in addressing parent concerns.

**8.1 C** The ten resource centers conducted five conferences targeting the needs of individuals with disabilities, their families, and education professionals. Statewide, 276 individuals participated in these

parent conferences.

### **Improvement Activity 8.2**

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:

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:

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.

B. Families Helping Families Resource Centers will each provide direct support and information to families, caregivers, and educators. FHF staff will be available to accompany and/or assist parents through the IEP process.

### **Discussion of Improvement Activities**

**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 406,353 contacts statewide.

**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 36,427 library materials disseminated.

**8.2 B** 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 education professionals. Educational Facilitators accompanied families to IEP meetings; Facilitators explained the IEP process and modeled appropriate and effective practices. There were 195,586 contacts where the Educational Facilitators and other FHF staff provided support for students with disabilities, their parents, and education professionals.

### **Improvement Activity 8.3**

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.

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.

B. FHF centers will provide staff adequate to make presentations and/or provide special education/disability-related information to institutions of higher learning.

### **Discussion of Improvement Activities**

**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. Eighteen of these presentations to 488 college/university students were documented during the reporting cycle.

**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 2011-2012 contract funded under Part B of the Individuals with Disabilities Improvement Act of 2004.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011.**

Improvement Activity 8.6 (New)

Evaluating the effectiveness of the current parent survey; considering adjustments and the addition of a web-based survey.

*Justification:* This activity is being added to assist Louisiana in achieving better participation responses from parents by offering the option of a web-based survey.

*Timeline:* FFY 2013-2014

*Resource:* LDOE Staff/Vendor

**Part B State Annual Performance Report (APR) for 2011**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: Disproportionality**

**Indicator 9:** Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that are 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 are the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of disproportionate representation.

Based on its review of 618 data for FFY 2011, describe how the State made its annual determination that the disproportionate representation it identified overrepresentation of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §300.600(d)(3) and 300.602(a), e.g. using monitoring data; reviewing policies, practices, and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2011 reporting period, i.e., after June 30, 2012. If inappropriate identification is identified, report on corrective actions taken.

**Definition of "Disproportionate Representation"**

The State's definition of disproportionate representation is a risk ratio greater than 2.0 with a minimum cell size of 10 for **overrepresentation**. In 2011 the Louisiana Department of Education (LDOE) designed a self-review rubric for determining disproportionate representation as a result of inappropriate policies, practices, and procedures. The number of students with disabilities in each race/ethnicity category is taken from October 1, 2011 Child Count Data for FFY 2011 APR/SPP submission.

FFY	Measurable and Rigorous Target
<b>0%</b>	

**Determining Inappropriate Identification**

The Disproportionality Review Rubric was a tool designed to assist LEAs in identification of inappropriate practices, policies, and procedures. The rubric is divided into five areas, each one identifying practices that can lead to inappropriate identification of a student with disability. Louisiana uses the term disproportionality and significant disproportionality interchangeably. All LEAs who were found to have significantly disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification were required to complete a self-review to determine whether the disproportionality was a result of inappropriate policies, practices, and procedures.

The determination of noncompliance is a two-prong process. First, each LEA's data are examined to determine if disproportionate representation is identified in the population of students. The second step is to determine whether or not the disproportionate representation is the result of inappropriate identification.

Prong One - Identify the number of LEAs with disproportionate identification:

Six districts were excluded from calculations due to not meeting the minimum n-size of 10 in any/race ethnicity category. All other LEAs in the State met the minimum n-size for at least one race/category because the number of students with disabilities enrolled was less than 10.

Prong Two - Determine if Disproportionate Representation is the Result of Inappropriate Identification:

No disproportionate representation was found due to inappropriate identification during FFY 2011.

**Actual Target Data for 2011:**

**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 2011	115	5	0	0.00%

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target that occurred for FFY 2011:**

Louisiana met its target for Indicator 9; therefore, no discussion is required.

<b>Improvement Activity 9.19</b>
LDOE will continue with the grant that for the continued implementation and continuation of Positive Behavior Support in the State.
<b>Improvement Activity 9.20</b>
Professional Development regarding "Culturally Responsive Teaching Practices" will be provided to teachers and administrators throughout the state.

Correction of FFY 2010 Findings of Noncompliance - not applicable

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

**Improvement Activity 9.21(Discontinued)**

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.

**Improvement Activity 9.22 (Discontinued)**

Professional Development will continue regarding the Response to Intervention Model.

**Improvement Activity 9.23 (Discontinued)**

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.

**Improvement Activity 9.24 (Discontinued)**

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 concerns.

**Improvement Activity 9.25 (Discontinued)**

Online seminar outlining the current reality of disproportionality in Louisiana and best practices strategies toward remediation.

**Justification for Deleted Activities – Indicator 9**

Activities 9.21, 9.22, 9.23, 9.24, and 9.25 are being discontinued as a result of realignment of the Department and redesign of the way professional development, technical assistance, and other supports are provided.



**Part B State Annual Performance Report (APR) for 2011**

**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 are 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 are the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of disproportionate representation.

Based on its review of 618 data for FFY 2011, describe how the State made its annual determination that the disproportionate representation it identified overrepresentation of racial and ethnic groups in specific disability categories was result of inappropriate identification as required by §300.600(d)(3) and 300.602(a), e.g. using monitoring data; reviewing policies practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2011 reporting period, i.e., after June 30, 2012. If inappropriate identification is identified, report on corrective actions taken.

**Definition of "Disproportionate Representation"**

The State's definition of disproportionate representation is a risk ratio greater than 2.0 with a minimum cell size of 10 for **overrepresentation**. In 2011, the Louisiana Department of Education (LDOE) designed a self-review rubric for determining disproportionate representation as a result of inappropriate policies, practices, and procedures. The number of students with disabilities in each race/ethnicity category is taken from October 1, 2011 Child Count Data for FFY 2011 APR/SPP submission.

FFY	Measurable and Rigorous Target
2011 (2011-2012)	0%

**Determining Inappropriate Identification**

The Disproportionality Review Rubric was a tool designed to assist LEAs in identification of inappropriate practices, policies, and procedures. The rubric is divided into five areas, each one identifying practices that can lead to inappropriate identification of a student with disability. Louisiana uses the term disproportionality and significant disproportionality interchangeably. All LEAs who were found to have significantly disproportionate representation of racial and ethnic groups in any of the following six specific disability categories (Autism, Specific Learning Disability, Emotional Disturbance, Other Health Impairment, and Speech or Language Impairment) were required to complete a self-review rubric to determine whether the disproportionality was a result of inappropriate policies, practices, and procedures.

The determination of noncompliance is a two-prong process. First, each LEAs data are examined to determine if disproportionate representation is identified in the population of students. The second step is to determine whether or not the disproportionate representation is the result of inappropriate identification.

Prong One - Identify the number of LEAs with disproportionate identification:

Six districts were excluded from calculations due to not meeting the minimum n-size of 10 in any/race ethnicity category. All other LEAs in the State met the minimum n-size for at least one race/category because the number of students with disabilities enrolled was less than 10.

Prong Two - Determine if Disproportionate Representation is the Result of Inappropriate Identification:

No disproportionate representation was found due to inappropriate identification during FFY 2011.

**Actual Target Data for 2011:**

**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 that was the Result of Inappropriate Identification	Percent of Districts
FFY 2011 (2011 - 2012)	115	77	0	0.00%

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target, that occurred for 2011:**

Not-Applicable. Louisiana met its target.

Correction of FFY 2010 Findings of Noncompliance - Not- Applicable

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

**Part B State Annual Performance Report (APR) for FFY 2011**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: Effective General Supervision Part B / Child Find**

**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.

**Measurement:**

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or state-established timeline.)

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.

Percent = [(b) divided by (a)] times 100.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2011 (2011-2012)	<i>100% of children with parental consent to evaluate were evaluated and eligibility determined within 60 days</i>

**Actual Target Data for FFY 2011 (SY 2011-2012)**

a. Number of children for whom parental consent to evaluate was received.	<b>12,820</b>
b. Number of children whose evaluations were completed within 60 days (or State-established timelines)	<b>12,783</b>
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)	<b>99.7%</b>

Each local education agency (LEA) employs electronic data entry personnel who are responsible for entering all evaluation data. The data submitted include student demographic profiles, pre-referral actions, and the reason for referral. Evaluation timelines begin when the LEA receives a signed *Parental Consent-to-Evaluate* form. The electronic database has a series of system edits that aid in ensuring data accuracy including a calendar that may be generated for calculations of 30, 45, and 60-day intervals. Data must pass electronic system edits and comparison reports before new data are stored.

Indicator 11 data were obtained from the State database, SER. Data were collected and analyzed for the period from July 1, 2011 to June 30, 2012.

Process for data collection, determination of noncompliance, and issuance of findings:

1. Gather data from the State database after the end of the 2011-2012 school year.
2. Identify LEAs who appear noncompliant and offer them an opportunity to elucidate their data or provide allowable exceptions.
3. Review the responses and identify noncompliance that did not meet an allowable exception.
4. Issue findings to LEAs who were identified with noncompliance for the 2011-2012 school year.

Number of LEAs who appeared noncompliant in database	19
Number of LEAs who provided allowable exceptions to the timeline	3
Number of LEAs with identified noncompliance	16
Number of LEAs who were issued findings of noncompliance	16

After an initial review of data, LEAs who appeared noncompliant were given an opportunity to elucidate their data. An electronic communication was sent to the affected LEAs and required them to respond with necessary documentation of allowable exceptions.

Upon review of the LEA responses, it was determined that 37 individual student cases exceeded the 60-day timeline. All LEAs completed the evaluations and eligibility determinations, even though the evaluations were outside of the 60-day timeframe.

Sixteen LEAs were issued findings of noncompliance for Indicator 11. LEAs were issued a single finding regardless of the number of student records that were found out of compliance in each LEA. All LEAs have corrected the individual cases of identified noncompliance by completing the evaluations and eligibility determinations. LEAs submitted a Corrective Action Plan (CAP) with activities to ensure the correction of noncompliance and future adherence to the 60-day timeline. A monthly data review is also required for each LEA who was issued a finding. LEAs will be monitored to ensure that correction takes place as soon as possible, but no later than 12 months from the date of the written notification of the finding.

**Range of days beyond the timeline and reasons for delays:**

The number of days the LEAs completed evaluations outside of the 60-day timeframe ranged from 1 to 44 days. Reasons stated by LEAs included miscalculation of evaluation dates; a delay in the receipt of medical documentation; and not accurately entering data into SER.

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target, which occurred for 2011:**

Identified LEAs submitted a plan of action which indicated the following:

1. Reason - state the reason the evaluation was not completed according to specified timeline
2. Prevention - a description of what could have been done to keep the evaluation compliant
3. Action - List action(s) that will be taken to ensure 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 noncompliance is achieved when the LEA reaches 100% compliance in timely evaluations in any given quarter of the following fiscal year.

<p><b>Improvement Activity 11.6</b> Continue to reduce the number of extensions allowed on initial evaluations. Review quarterly SER reports for indications that there 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. Phone calls to district pupil appraisal coordinators.</p>
<p><b>Discussion of Improvement Activities 11.6</b> The LDOE reviewed monthly SER reports to ensure the numbers of extensions taken on initial evaluations were reduced.</p>
<p><b>Improvement Activity 11.7</b> Each noncompliant 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.</p>
<p><b>Discussion of Improvement Activity 11.7</b> Each noncompliant LEA was monitored monthly by the LDOE. When the LEA demonstrated compliance after 90 days, the LEA was cleared from the action plan.</p>
<p><b>Improvement Activity 11.8</b> 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.</p>
<p><b>Discussion of Improvement Activities 11.8</b> The LDOE reviewed a select number of initial evaluations to ensure they contained the necessary components for determining if a student has a disability. LEA's with weak evaluations were offered technical assistance.</p>
<p><b>Improvement Activity 11.9</b>  LEAs will be offered in-services to appropriate personnel on the rules related to qualified examiners, child find procedures, timelines, and criteria for conducting evaluation and determining exceptionalities as determine in Louisiana state law (Bulletin 1508) which aligns with federal requirements.</p>
<p><b>Discussion of Improvement Activities 11.9</b> As new LEAs are established, appropriate "district" personnel are offered training via the agency's Network structure on the rules related to qualified examiners, timelines, and criteria for each exceptionality as detailed in Bulletin 1508.</p>

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

Statement from the Response Table	States Response
<p>OSEP appreciates the State's efforts and looks forward to reviewing in the FFY 2011 APR, 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 2010 for this</p>	<p>Identified LEAs have completed plans of action that indicated the reason(s) for the noncompliance of the initial evaluation, and what actions will be taken to assure non-compliance will not be repeated. In order to satisfy the second prong of OSEP 09-02, compliance reports are reviewed quarterly. Correction of</p>

<p>indicator.</p> <p>When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that it has verified that each LEA with noncompliance identified in FFY 2010 for this indicator: (1) is correctly implementing 24 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 Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02). In the FFY 2011 APR, the State must describe the specific actions that were taken to verify the correction.</p>	<p>noncompliance is achieved when the LEA reaches 100% compliance in timely evaluations in any given quarter of the following fiscal year.</p>
<p>If the State does not report 100% compliance in the FFY 2011 APR, the State must review its improvement activities and revise them if necessary to ensure compliance.</p>	<p>The State reviewed its improvement activities and will continue with the current activities due to its continued progress towards meeting the target.</p>

**Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance): Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 99.55%**

<p>1. Number of findings of noncompliance the State made during the FFY 2010 (the period from July 1, 2009 through June 30, 2010)</p>	<p><b>18</b></p>
<p>2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)</p>	<p><b>18</b></p>
<p>3. Number of FFY 2010 findings not verified as corrected within one year (1 minus 2)</p>	<p><b>0</b></p>

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011: N/A**

**Part B State Annual Performance Report (APR) for FFY 2011**

**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 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 2011	100%

**Actual Target Data for FFY 2011:**

99.24%
--------

***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 e-mail 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 for Part B eligibility determination.	2,030
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	168
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.	1,818
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services.	6
e. # of children who were referred to Part C less than 90 days before their third birthdays.	24
# in a but not in b, c, d, or e.	50
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)] x 100	99.24%

Forty-four 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 6 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 2011-2012 reports, the range of days beyond the third birthday when eligibility was determined and the IEP developed and implemented is 1- 197 days. The majority of the delays were 10 days or less. The child for whom the IEP was completed 197 days beyond the third birthday was reported by the LEA as parental delay and a data entry error. The IEP was not completed prior to the third birthday nor was it implemented within timelines. 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 personnel in a timely manner, etc.), parents failed to keep scheduled appointments, and/or parent delay, LEA infrastructure difficulties (e.g. misfiling information, not forwarding information to appropriate personnel in a timely manner, etc.).

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

Louisiana did not meet its target for FFY 2011. The State is reporting **99.24%** 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 birthday. This represents a decrease of 0.13% from data reported in FFY 2010.

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 2012-2013, LEAs will be notified on a quarterly basis via e-mail to review their online data. The online data includes 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, 2012, a state report was generated and the LEAs were notified electronically of any noncompliance. The LEAs were required to complete a *Plan of Action Compliance Report* in which they had to provide the reason for root cause of the noncompliance, actions to be taken to ensure that the IEP is completed and implemented by the third birthday as well as personnel responsible to ensuring future compliance. 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

- 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.
- B. Provide Q and A on transition from Part C to Part B at the bi-annual informational meetings. This Q and A is updated as needed and LEAs are notified via the Department's newsletter of these updates.
- 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.
- D. Monitoring of LEAs to ensure compliance in entering data into SER in timely manner
  - Date transition meeting notice received;
  - Date of attendance at transition meeting;
  - Date of evaluation dissemination; and
  - Date of IEP.
- E. Provide update of each LEA's performance:
  - **E-mail to Special Education Directors/Supervisors/Coordinators indicating the process to download and review quarterly data report of children transitioning from Part C to Part B and**
  - **Technical assistance report form to be completed and returned to LDOE if needed.**
- F. Revise and republish in English and Spanish the *Early Childhood Transition Process Family Booklet* to empower families to be engaged in their children's educational decisions. Distribute to Special Education Preschool personnel, LDOE regional offices, Early Steps personnel, Families Helping Families personnel, and Child Search Coordinators.
- G. Provide sessions on Supporting a Smooth and Effective Transition during the LDOE's annual Preschool and Kindergarten Conference.

**Discussion of Improvement Activities :**

**12.1 A** The Special Education Preschool Update meetings were held during the Fall of 2011 and the Spring of 2012 to provide the LEA Special Education Preschool personnel with the most current information relative to Indicators 6, 7 and 12. Part C personnel play a vital role in the success of these meetings. SpecialQuest materials and videos, especially those that relate to the transition process, were shared with LEA personnel. The revised parent oriented transition brochures, produced in both English and Spanish, were distributed at these meetings.

**12.1 B** The Q and A was discussed during the Spring, 2012 meeting. LDOE staff were available on a continuous basis to address, via e-mail or telephone, any additional questions and/or concerns.

**12.1 C** OCDD continues to send monthly reports to the LDOE, and the State then disseminates the reports to the LEAs. This ensures that the LEA is aware of the number of children currently being served in Part C and therefore, potentially eligible for Part B services.

**12.1 D** LDOE staff will continue to monitor data submitted by the LEAs in the SER system on an as needed basis. The service start date or the implementation of the IEP will also be monitored.

**12.1 E** E-mails are sent each quarter by LDOE data 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.

**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 2012 Preschool and Kindergarten Conference.

**Improvement Activity 12.2**

- A.** Continue all monitoring from 2005-06 on a regular basis.
- B.** Continue with follow-up phone calls and technical assistance to LEAs, as needed.
- C.** Provide targeted quarterly technical assistance to LEAs.
- D.** Provide a *Compliance Reporting* form and a *Corrective Action Plan* form to LEAs found to be noncompliant .

**Discussion of Improvement Activities:**

**12.2 A** LDOE continues to monitor data input on a regular basis.

**12.2 B** Follow-up phone calls are made to provide technical assistance (TA) when necessary.

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

**12.2 D** A *Compliance Report* was e-mailed to those districts in noncompliance on January 3, 2013. LEAs found to be noncompliant must complete and submit the compliance report to LDOE, along with a *Corrective Action Plan* by January 18, 2013. Early Childhood Coordinators will provide the needed follow-up.

**Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance)**

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 99.37%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	<b>6</b>
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>5</b>
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>1</b>

**Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	<b>1</b>
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	<b>0</b>
6. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>1</b>

**Actions taken if Noncompliance Not Corrected**

The one district that did not correct FFY 2010 noncompliance has been notified and staff are working with the district to provide additional technical assistance.

**Verification of Correction (either timely or subsequent)**

Each LEA that was found to be in noncompliance was required to complete a *Compliance Report* to ensure that the necessary strategies have been put in place to limit any future noncompliance. The LEA is also required to complete a report on each transitioning child whose initial IEP was not developed and implemented by the 3<sup>rd</sup> birthday. This report requires the LEA to list the child's name, date of birth, date IEP was completed, date IEP was implemented, and reason why the IEP was developed and implemented after the 3<sup>rd</sup> birthday. Through this *Compliance Report* the State is able to verify that each LEA with noncompliance has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child was no longer within the jurisdiction of the LEA.

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 monitor 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 2009 Findings of Noncompliance (if applicable)**

There are no remaining findings of noncompliance for FFY 2009.

1. Number of remaining FFY 2009 findings noted in OSEP's June 1, 2012 FFY 2010 APR response table for this indicator	<b>0</b>
--	----------

2. Number of remaining FFY 2009 findings the State has verified as corrected	0
3. Number of remaining FFY 2009 findings the State has NOT verified as corrected [(1) minus (2)]	0

**Correction of Any Remaining Findings of Noncompliance from FFY 2008 or Earlier (if applicable)**

There are no remaining findings of noncompliance for FFY 2008.

1. Number of remaining FFY 2008 findings noted in OSEP's June 1, 2012 FFY 2010 APR response table for this indicator	0
2. Number of remaining FFY 2008 findings the State has verified as corrected	0
3. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	0

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

Statement from the Response Table	State's Response
The State must demonstrate, in the FFY 2011 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 2010, the State must report the status of correction of noncompliance reflected in the data the State reported for this indicator.	Noncompliance noted in FFY 2010 was corrected within one year of notification during FFY 2010 for five of the six LEAs. There were no other instances of uncorrected noncompliance.
When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that it has verified that each LEA with noncompliance identified in FFY 2010 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 2011 APR, the State must describe the specific actions that were taken to verify the correction.	Based upon a review of 2011-2021 data from our State data system, the State has verified that five of six LEAs have achieved 100% compliance during FFY 2011, thus correcting FFY 2010 noncompliance for those five districts. 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.  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.
If the State does not report 100% compliance in the	Improvement activities were reviewed. It was felt

<p>FFY 2011 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.</p>	<p>that no major revisions were needed at this time. LDOE staff will continue to monitor data.</p>
---	--

**Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):**

**Improvement Activity 12.1 D (Revision)**

Random monitoring of LEAs to ensure compliance in entering data into SER in timely manner.

*Justification:* Improvement Activity 12.1 D is being revised to provide more flexibility to LEAs in line with *Louisiana Believes*.

*Timelines:* From Jan. 2006, Quarterly, thereafter

*Resource:* ECE Team, LEA data Entry Personnel, LEA Preschool Coordinator

**Improvement Activity 12.2 A (Revision)**

Conduct reviews and provides technical assistance to ensure data entry for students transitioning is occurring for students from Part C to Part B.

*Justification:* 12.2 A-B-C are being consolidated to one uniform activity.

*Timelines:* Quarterly monitoring and August compliance report

*Resources:* Data Management, Preschool Staff, OCCD, Early Steps

**Improvement Activity 12.2 D (Revision)**

Disseminate a Compliance Report and Plan of Action template to LEAs who exhibited noncompliance.

*Justification:* Form was updated and processes streamlined.

*Timeline:* August annually

*Resource:* LDOE Staff

**Improvement Activity 12.1 A (Discontinued)**

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.

*Justification:* Improvement Activity 12.1 A is being discontinued as a result of realignment of the Department and redesign of the way professional development, technical assistance, and other supports are provided.

**Improvement Activity 12.1 G (Discontinued)**

Provide sessions on Supporting a Smooth and Effective Transition during the LDOE's annual Preschool and Kindergarten Conference.

*Justification:* Improvement Activity 12.1 G is being discontinued. The LDOE will no longer sponsor a Preschool and Kindergarten Conference.

**Part B State Annual Performance Report (APR) for 2011**

**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
2011	100%

**Actual Target Data for 2011:**

The percent of youth with IEPs aged 16 and above with an IEP that was complaint in the area of transition was 77%. Raw data show that 188 records were reviewed and 144 were compliant. Louisiana did not make its target for the indicator which resulted in four districts being cited for noncompliance.

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

The State did not meet the federal compliance target of 100% but increased compliance by 1%. from the previous year. As noted in the FYY 2010 response table from OSEP, the State is modifying its improvement activities in an effort to reach 100% compliance. To that end, the state applied for the intensive technical assistance grant sponsored by the National Secondary Transition Technical Assistance Center (NSTTAC). In May 2011, the State was notified that that the grant application was accepted. Our application specifically focused on areas that we viewed as barriers to student success in the transition process. These areas include (a) interagency collaboration, (b) parental involvement in the transition process, and (c) student involvement in the transition planning process.

Interagency collaboration has been a barrier from some LEAs and the LDOE has worked collaboratively with Louisiana Rehabilitation Services as well as the Office of Citizens with Developmental Disabilities to obtain updated eligibility requirements as well as programmatic information that may assist districts in increasing student's access to services. The collaborative activities are noted in the improvement activities.

<p><b>Improvement Activities 13.1</b></p> <ul style="list-style-type: none"> <li>➤ Collect LEA data for annual evaluation to ensure appropriate transition services to students through the use of Indicate 13 NSTTAC Checklist approved by OSEP.</li> <li>➤ Provide districts with the detailed list of documentation requirements for IEP submissions.</li> <li>➤ The LDOE will develop an online resource for transition across the state.</li> </ul>	
<p><b>Discussion of Improvement Activities</b></p> <p>The LDOE continues to utilize the desk audit process to collect Indicator 13. LEAs are notified through certified mail to send transition records and supporting documentation to the LDOE. LEAs are also encouraged to complete a self-review prior to their submission. During the 2011-2012 school year, there were four districts that submitted documentation of their self-review with their submission; however, documentation of a self-review did not alleviate issues of noncompliance. This issue indicates that though districts are familiar with the Indicator 13 checklist, they may be unclear of the requirements. The LDOE has provided a significant amount of technical assistance and resources related to effective transition programming on the state transition website. The state realizes that barriers to successful transition planning are still evident as the state has been in the 70% range over the last two years. To that end, the state is confident that intensive technical assistance from NSTTAC will assist the state in reaching the required 100% for compliance.</p>	
<p><b>Improvement Activities 13.2</b></p> <p>Targeted Technical Assistance</p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Correction of non-compliance will be documented</li> </ul>	
<p><b>Discussion of Improvement Activities</b></p> <p>During the 2011-2012 school year, LEAs who were cited for noncompliance in transition FFY 2010-2011 received technical assistance as a part of their Corrective Action Plan. Technical assistance consisted of onsite professional development, webinars, and teleconferences. The state transition coordinator provided a training document for district transition coordinators to facilitate training with their staff. The training document included best practices in creating measurable postsecondary goals, strategies for interagency collaboration, agency linkage, and age appropriate transition assessments. The training also included a tutorial on the state transition website to assist districts in navigating the website to find specific information.</p>	
<b>Statement from the Response Table</b>	<b>State's Response</b>

<p>The State must demonstrate, in FFY 2011 APR, that the State is in compliance with the secondary transition requirements in 34 CFR §§300.320(b) and 300.321 (b). Because the State reported less than 100% for FFY 2010, the State must report on the status of correction of noncompliance identified in FFY 2010 for this indicator.</p> <p>When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that noncompliance identified in FFY 2010 for this indicator: (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 2011 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 2011 APR, the State must review its improvement activities and revise them if necessary to ensure compliance.</p>	<p>Though the State is not reporting 100% compliance for FFY 2011, the State did not experience any slippage from the FFY 2010 results.</p> <p>The State has addressed the correction of noncompliance in six districts identified in FFY 2010. Districts we required to correct student specific findings immediately. Student specific changes were verified using the Special Education Reporting System (SER).</p> <p>To address the State's ongoing issues of noncompliance the State applied for and was granted the intensive technical assistance through the National Secondary Transition Technical Assistance Center (NSTTAC)</p>
--	--

**Improvement Activities 13.3**

The LDOE will collaborate with various agencies to increase interagency collaboration and increase employment opportunities for transition aged youth.

**Discussion of Improvement Activities**

During the 2011-2012 the LDOE participated in the Employment First Initiative workgroup sponsored by the Office of Citizens with Developmental Disabilities (OCDD). On July 1, 2011, Louisiana became one of 23 states participating in the State Employment Leadership Network (SELN), a joint initiative of the National Association of State Directors of Developmental Disabilities Services. OCDD partners with agencies such as the LA Workforce Commission, LA Rehabilitation Services (LRS), Medicaid, LDOE, Office of Behavioral Health, the Advocacy Center, LSU Human Development Center and Louisiana Economic Development. These agencies are a part of a larger consortium known as Work Pays, a group of agencies, consumers, and business collaborating and working to improve the lives of people with disabilities through promoting employment opportunities.

The Employment First Initiative has identified transition as an area of need and included specific goals related to transition. These goals include: a) working with transition coordinators statewide to share the employment first philosophy as it relates to persons with intellectual disabilities and (b) provide training to LEA staff related to referral procedures for service through the OCDD. The Employment First workgroup was pleased to accomplish several goals during the first year of its implementation. These goals include



hosting 9 regional job fairs for persons with disabilities including transition aged youth, hosting an Employment First Summit for agencies and consumers, developing a proposal to align OCDD and LRS supported employment services, and the development of a manual for OCDD support coordinators.

### **Correction of FFY 2010 Findings of Noncompliance**

During FFY 2010, six districts were cited for noncompliance in the area of secondary transition. The state notified districts of noncompliance through a *Summary of Findings* report. Districts cited for noncompliance were to develop a Corrective Action Plan (CAP) to address the ways in which they would improve their areas of noncompliance. Within one year all district cited in FFY 2010 had corrected this issues of noncompliance as evidenced through CAP activity documentation being submitted to the state. To ensure that each district had no evidence of ongoing noncompliance, follow up data was collected through the desk audit process and by using the state's Special Education Reporting System (SER) database during FFY 2011. No further evidence of noncompliance was found

### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011**

Note: The State will complete activities as outlined in the NSTTAC LDOE agreement throughout the duration of the grant. Refer to improvement activity 2.7.

**Part B State Annual Performance Report (APR) for 2011**

**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
2011	<p>A= 25.7% Enrolled in higher education</p> <p>B= 55.7% enrolled in higher education or competitively employed</p> <p>C= 74.0% enrolled in higher education in higher education or in some postsecondary education or training; or competitively employed or in some other employment</p>

**Actual Target Data for FFY 2011:** 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 our Special Education Reporting System (SER). Survey results indicate that there were 7,695 students who exited during the 2010-2011 school year. 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 each by 100 per the requirements of Indicator 14. Additionally, 3,734 former students responded to the post school follow survey giving Louisiana a 49% response rate. Results indicate that (1) 925 respondent leavers were enrolled in higher education, (2) 1,618 respondent leavers were competitively employed, (3) 447 respondent leavers were in some other postsecondary education or training, and (4) 217 respondent leavers were in some other type of employment. Using the required calculation, our results are as follows:  $A=(925\div 3,734) \times 100 =25\%$ ;  $B=(1,618\div 3,734) \times 100 = 68\%$ ; and  $C= (664 \div 3,734) \times 100=86\%$ .

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2011:** The State was 1% short of meeting its target for part A of Indicator 14 which addresses higher education enrollment, but did exceed its targets for parts B and C of Indicator 14 which is also an improvement from FFY 2010. The State continues to address postsecondary school enrollment as evidenced in the State department's critical goals. The State continues to examine the representativeness of the responders by sharing detailed results with the SPP stakeholder group and select districts. Additionally, our data indicate that students classified as emotionally disturbed and students with intellectual disabilities have lower response rates .5% (or 184 out of 3,764 students) and 15% (or 561 out of 3,764 responders). This data correlates with the findings of the states completed postsecondary research project and the final results were presented at the 2012 Super Conference sponsored by the Louisiana chapter of the Council for Exceptional Children.

<p><b>Improvement Activity 14.1</b> Increase the number of agency linkages prior to the students exit year</p>
<p><b>Discussion of Improvement Activities</b> See related Improvement activities in 13.3 and 13.4</p>
<p><b>Improvement Activity 14.2</b> Conduct post school follow-up research with students and staff to obtain qualitative post school outcome data.</p>
<p><b>Discussion of Improvement Activities</b> This activity has been completed.</p>
<p><b>Improvement Activity 14.3</b> The LDOE will work with select districts to increase student access to postsecondary education.</p>
<p><b>Discussion of Improvement Activities</b> The LDOE implemented a pilot project initially entitled the <i>Higher Education Access Project</i> as the agency sought to increase the number of special education students who were prepared to enroll in postsecondary education. The initiative was implemented in East Baton Rouge Parish and Jefferson parish schools. As the state examined post-secondary data, and met with select district administration it was noted that many high school students were not prepared to enter into in postsecondary school as many students were arriving at high school overage and at risk for dropping out.</p> <p>The LDOE refocused the efforts of this project to address overage middle school students and their transition services and renamed the pilot project the <i>Middle School Transition Project</i>. The project focused on increasing the high school graduation rate by supporting overage special education students on the middle school campus. Participating middle schools were selected if they fed into high schools who performing below the 80% graduation rate. Two additional staff provided technical assistance to both general education and special education teachers who served special education students at select middle schools. Additionally, the middle school transition coordinators worked with district transition coordinators to ensure that Individual Education Programs (IEPs) were aligned with the students desired postsecondary goals.</p> <p>The coordinators also facilitated meetings between middle school and high school administration for students who were advancing from middle school to high school. The coordinators analyzed least restrictive environment, disproportionalities in discipline data, statewide assessment, alignment of remedial and content classes and student retention and graduation rates.</p>

A Middle School Toolkit was also developed to serve as a guide to assist districts that did not have staff who specifically worked with overage middle school students. The toolkit included statewide resources for LEAs including how to obtain vocational rehabilitation services, accessing the disability services office at higher education institutes linking students with postsecondary employment and increasing self-determination.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011.**

**Part B State Annual Performance Report (APR) for FFY 2011**

**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
<i>FFY 2010</i>	<i>100%</i>

**Actual Target Data for FFY 2010:**

*(Target data for FFY 2010 – the percent shown in the last row of the Indicator 15 Worksheet [(column (b) sum divided by column (a) sum) times 1000])*

**Describe the process for selecting LEAs for Monitoring:**

Purpose

The LDOE has the responsibility to ensure that each participating local education agency in the state is in compliance with all applicable federal and state laws, regulations and standards as required for the provision of a free and appropriate public education for all children with disabilities. In particular, Louisiana is dedicated to ensuring therein our established monitoring processes are the core elements for maintaining a quality system for fulfilling our general supervision and oversight responsibilities. To fulfill this responsibility, the LDOE has established a purpose for conducting monitoring, as well as procedures and strategies that will ensure that appropriate guidance and oversight are occurring with each of our LEAs. The procedures provide continuous and comprehensive monitoring of all aspects of special education including the following: child identification, demographic and disproportionality issues, screening, intervention, referral and evaluation processes, programming, service delivery, and placement for students with disabilities three through twenty-one years of age. Transition from Part C to Part B,

professional development; and fiscal requirements relative to programmatic issues are also folded into our agency's monitoring processes.

#### Identification and Correction of Noncompliance

LEAs found to be noncompliant receive written notification from the LDE, and are required to submit a Corrective Action Plan (CAP). An LEA must outline steps it will take to correct noncompliance, establish a timeline for correction, identify personnel responsible, and the submit evidences of verification for correcting compliance matters. The LEA is encouraged to collaborate with the IDEA Monitoring Section during the development of the CAP and must submit the CAP within thirty-five business days of receipt of the onsite Summary of Findings Report. Upon receipt of findings, the LEA must immediately begin correcting noncompliance, and upon CAP approval, the LEA demonstrates CAP implementation by submitting required documentation to the agency according to CAP timelines established. The IDEA Monitoring Section reviews and documents receipt of all information. Regarding any findings of noncompliance, LEAs are required to correct as soon as possible, but in no case longer than one year after receipt of a letter of noncompliance from the state education agency.

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 or designated appointing authority is notified. For those LEAs who experience difficulty 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 onsite visits or data analysis, (including but not limited to complaints and financial risk assessments), targeted onsite compliance monitoring may be conducted. Proactive measures of self-evaluation, support, and technical assistance are available as a part of the monitoring process to ensure compliance with federal and state regulatory requirements. LDOE's Compliance Monitoring Handbook sets forth sanctions that the Department may take at any time, based on the severity of the continuing noncompliance.

#### Follow-Up Visits

Follow-up visits are conducted in all LEAs where previous areas of noncompliance were identified. The course of action during a follow-up visit includes reviewing a reasonable selection of the previously noncompliant files to ensure that each individual case of noncompliance has been corrected, unless the child is no longer attending school within the jurisdiction of the LEA. This process also confirms that the LEA implemented all specific regulatory requirements related to the previously identified noncompliance through interviews, classroom observations, and record reviews. These files are reviewed to determine two things (1) LEA has corrected all areas of noncompliance, and (2) ensure there are no systemic areas of noncompliance. Additionally, the follow-up team verifies that the LEA is correctly implementing all specific regulatory requirements related to the previously identified noncompliance through interviews, classroom observations, and record reviews. LEAs are notified in writing of their compliance status.

Prior to Fall 2012, LEAs participated in initial and follow-up monitoring visits through an onsite monitoring review process. Louisiana is currently adding additional components to the monitoring processes to include a desk review component and is considering replacing population group selection with a risk analysis, data-driven process which would consider many critical factors, including the LEAs annual determination. Any reform to current monitoring processes will be reported in FFY 2015 and adjustments will be reflected in the Compliance Monitoring Handbook.

#### **Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target, which occurred for (2010):**

Louisiana reports a 97% correction of noncompliance. The state is continuing to maintain a steady rate of correction of noncompliance. However, Louisiana did not meet its target of 100%. The correction of noncompliance held steady from FFY 2009.

The steady rate of correction is attributed to many factors, but certainly the implementation of the improvement activities outlined in the FFY 2010 APR. Technical assistance is available for personnel in LEAs with identified noncompliance. Additionally, the State closely monitored the immediate correction of

each instance of noncompliance following onsite visits. The Special Education Regional Coordinators in each regional office assisted LEAs throughout the year in achieving correction and specific regulatory requirements. Louisiana has embraced more current reform efforts to continue to improve student outcomes in our state under, the *Louisiana Believes* Plan. To provide greater support to students with disabilities and LEA staff, Louisiana has extended its ordinary LEA support activities to include the implementation of a statewide Network structure. Network teams are teams comprised of general education and special education experts, specialists, coaches, data managers, and district support officers. The teams are housed in each of Louisiana's 8 regions and provide direct, on-going support streamlined toward the specific, data-driven needs of the local education agencies located within their support zones. We expect to see greater outcomes for all students under this model of support; however, we look forward to continued correction of noncompliance, quality general oversight, and closing of achievement gaps for students with disabilities.

**PART B INDICATOR 15 WORKSHEET**

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010(7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, Onsite Visits or Other	0	0	0
2. Percent of youth with IEPs dropping out of high school.	Dispute Resolution: Complaints, Hearings	0	0	0
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.				
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, Onsite Visits or Other	6	9	7
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution: Complaints, Hearings	0	0	0
4A. Percent of LEAs identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, Onsite Visits or Other	22	22	22
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010(7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
4B. Percent of LEAs 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.				
5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, Onsite Visits or Other	0	0	0
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	1	1	1
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, Onsite Visits or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
9. Percent of LEAs with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, Onsite Visits or Other	2	2	2
10. Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0



Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010(7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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, Onsite Visits or Other	18	18	18
	Dispute Resolution: Complaints, Hearings	0	0	0
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, Onsite Visits or Other	6	6	6
	Dispute Resolution: Complaints, Hearings	0	0	0
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, Onsite Visits or Other	5	5	5
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: IEP implementation	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, Onsite Visits or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	2	4	4
Other areas of noncompliance: Provision of services in nonacademic settings	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, Onsite Visits or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	2	2	2
Other areas of noncompliance: IEP team membership	Monitoring Activities: Self-Assessment/ Local APR, Data	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010(7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Review, Desk Audit, Onsite Visits or Other			
	Dispute Resolution: Complaints, Hearings	1	1	1
<b>Sum the numbers down Column a and Column b</b>			70	68

**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):**

7. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011) (Sum of Column a on the Indicator B15 Worksheet)	<b>70</b>
8. 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)	<b>68</b>
9. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>2</b>

**FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):**

10. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	<b>2</b>
11. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	<b>2</b>
12. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

*\*PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click for a menu of options, and then select "update field."*

*\*MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

### **Actions Taken if Noncompliance Not Corrected**

*For FFY 2010 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 a LEA that continues to show noncompliance.*

The State has verified correction for the FFY 2010 findings by conducting follow-up monitoring which revealed no instances of continuing noncompliance. The LEAs submitted completed CAPs which addressed previous areas of noncompliance. The CAP activities were reviewed and tracked by LDOE staff.

### **Verification of Correction for findings of noncompliance reported in the FFY 2010 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.*

### **Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2009 (including any revisions to general supervision procedures, technical assistance provided and/or any enforcement actions that were taken):**

In LEA A, the 2009 finding was **verified** as corrected. LEA A had one finding related to IEP development, review and revisions. LEA A had follow-up monitoring conducted in October 2012 and there was no continuing noncompliance found. The LDOE attributed LEA A's correction of noncompliance to the implementation of the corrective actions listed on the LEAs Intensive Corrective Action Plan (iCAP) and the implementation of the Memorandum of Understanding (MOU) with the LEA which had embedded IDEA corrective actions to address continuing noncompliance. With the assistance of the LDOE, there was consistent implementation of the iCAP and intensive professional development provided. With this structure in place, LEA A was able to correct all noncompliance for the follow-up monitoring conducted in October 2012.

In LEA B, the 2009 finding was **not verified** as corrected related to disciplinary procedures. LEA B has one remaining citation related to disciplinary procedures. The LEA was able to clear the other citations dealing with IEP development and failure to write FBAs and manifestation determinations appropriately. The LDOE attributes LEA B's failure to correct noncompliance due to some schools in the LEA not following disciplinary procedures for students with disabilities who exhibit behavioral issues. One issue LEA B has with discipline is providing all IEP services to students with disabilities who are suspended either out-of-school or in-school. To address this issue the LEA was required to submit another iCAP to the LDOE and notify its local governing board of its noncompliant status. As a requirement of the iCAP, the LEA immediately corrected all student specific citations and submitted documentation of corrected plans to the LDOE. The ICAP activities developed by the LEA 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 LEA. Additionally, to help address the areas of continued noncompliance, the LDOE has two staff members who work with the schools in LEA B in correcting noncompliance. One of the staff members works exclusively onsite with the schools on a daily basis in LEA B and the other staff member works onsite at least once a week or every two weeks to provide assistance. The LDOE also continues to work closely with the LEA's special education staff. Most recently (Summer 2012), the LEA hired a new special education director with an extensive background in special education law and policy to help address the remaining noncompliance in the LEA. The LEA has also hired a consultant to work with some of the

schools cited during the monitoring visit. The consultant is providing targeted training specifically in the area of disciplinary procedures and guidelines to help the LEA address the continuing noncompliance in this area.

**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 2009 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 are no remaining corrections of noncompliance for FFY 2008.**

If the State reported <100% for this indicator in its FFY 2009 APR and did not report that the remaining FFY 2008 findings were subsequently corrected, provide the information below:

4. Number of remaining FFY 2008 findings noted in OSEP's June 2010 FFY 2009 APR response table for this indicator	0
5. Number of remaining FFY 2008 findings the State has verified as corrected	0
6. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	0

*\*PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click for a menu of options, and then select "update field."*

*\*MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

**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 2007 APR.

There are two remaining 2007 findings of noncompliance reported in the FFY 2008 APR. The two remaining noncompliant findings were in one LEA and are related to discipline and IEP implementation (failure to provide appropriate accommodation and modifications).

The LEA with two remaining 2007 findings was last monitored in April 2012 and it has continuing noncompliance. The LDOE already had in place an enforcement activity which is the appointment of a special consultant. The LDOE believed that the root cause of this LEA's continuing noncompliance was the absence of leadership in its office of special education services. The LEA's special education director had been in and out of the office on medical leave for the past three years and recently retired. A permanent special education supervisor has been appointed in his place this school year. With the assistance of the special consultant and their associates, the LDE has verified correction of all student specific findings of non-compliance. This verification was made onsite by the consultant and through the submission of subsequent data to the LDOE by the LEA. Following the April 2011 onsite monitoring, the LEA along with LDOE support, revised the existing iCAP to address the specific needs of the LEA. The special consultant and their associates continued 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 LEA has revised policies and procedures and presented the revised ICAP to their local board for review and approval. The special consultant monitored iCAP

implementation and quarterly provided written reports on the LEA's progress to the LDOE. Since the most recent monitoring visit in April 2012, the LEA was found to still have continuing noncompliance; however, they had made significant progress in their disciplinary policies, practices, and procedures, and IEP implementation. Due to recent budget constraints, the LEA has decided to discontinue the services of the full-time special consultant and seek the assistance of another consultant (on an as needed basis) and the LDOE to help address all instances of continuing noncompliance. A follow-up monitoring of the LEA is scheduled in April 2013.

There is one remaining 2006 finding of noncompliance reported in the FFY 2007 APR. This LEA, one of the state's largest urban LEAs, 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. This consultant was contracted to work with this LEA for a minimum of two years to assist the LEA in addressing all requirements regarding discipline and related issues for students with disabilities. 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. To help address areas of noncompliance, there are new data tracking procedures that have been developed and are utilized across the LEA for purposes of monitoring and tracking disciplinary removals, and to review and revise programs. The consultant speaks monthly with the LDOE CAP representative and provides written reports quarterly on the LEA's progress. CAP team meetings, data analysis and status meetings with the consultant, provide ongoing guidance to the LDOE. The LDOE attributes the positive CAP response to the superintendent who came to the LEA two years ago and a new supervisor of special education who was appointed last year (2011). 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 a decrease in disciplinary removals. The LDOE is hopeful that in the submission of the FFY 2011 APR, it will be able to report that the LEA has been released from its CAP agreement and meets all specific regulatory requirements. The LEA will have a follow-up monitoring conducted in April 2013.

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

Statement from the Response Table	State's Response
<p><b>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 2010 APR were corrected.</b></p>	<p><b>See discussion on pages 10-11.</b></p>
<p><b>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</b></p>	<p><b>See discussion on page 9.</b></p>

<p>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>Indicator 15 worksheet is completed and attached.</p> <p>The correction of noncompliance for each of these indicators was addressed under each indicator.</p>

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

<p><b>Improvement Activity 15.1 (Discontinued)</b> Develop new self-review documents as a component of the new NCLB/IDEA Performance based monitoring process</p>
<p><b>Justification for Deletion:</b> Louisiana is currently restructuring its monitoring processes.</p>
<p><b>Improvement Activity 15.2 (Revised)</b> LDOE revised <i>Bulletin 1922</i>, which outlines Louisiana's <b><i>general supervision procedures</i></b>, to include appropriate guidelines for applying sanctions for noncompliance by LEAs.</p> <ul style="list-style-type: none"> <li>➤ Evaluated the effectiveness of the sanction process by comparing SPP baseline data from the Dec. 2, 2005 submission with data collected under new procedures.</li> <li>➤ Investigated LEA noncompliance that exceeds one-year timelines to determine causes.</li> <li>➤ Included all monitoring activities (desk-audits, on-site monitoring, data review, etc.).</li> <li>➤ Revise Bulletin to delete reference to LEA self-review data submission to LDOE until NCLB and IDEA monitoring process is combined. At that time, self-reviews will be required of all LEAs selected for onsite monitoring visits.</li> </ul>

- Develop a monitoring manual to address the new desk top monitoring process.

**Discussion:** The LDOE made minor revisions to Bulletin 1922 to address the removal of references to 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) and was approved. For the 2012/2013 years, the LDOE staff will develop a monitoring manual for the new desk top monitoring process.

**Improvement Activity 15.6 (Revised)**

LDOE developed five network teams comprised of network specialists (which include the formerly termed "special education regional coordinators") to assist LEAs and individual schools in their assigned network by providing special education related information, trainings, and technical assistance.

**Discussion:**

During FFY 2009-2010, the regional coordinators were reassigned to assist the LDOE's Literacy Goal Office. They provided assistance to LEA's in their literacy programs. They were reassigned to focus on special education programs related to literacy. Beginning the 2012 school year, the special education regional coordinators have a new title as "Network Specialist" in which they will continue to provide assistance and trainings in the area of special education to LEAs in their "network" instead of "region".

Part B State Annual Performance Report (APR) for 2011

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
2011	75%

**Actual Target Data for 2011:**

The percent of resolutions meetings held that resulted in written settlement agreements was 36%.

$$(5/14) = .35714 \times 100 = 35.714 = 36\%$$

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target, which occurred for 2011:**

- A resolution meeting was conducted in connection with 14 of 18 requests for due process hearings.
- Five (5) of the 14 resolution meetings resulted in written settlement agreements.
- Only two (2) of the nine (9) resolution sessions that did not produce a written settlement agreement resulted in a fully adjudicated hearing; the other seven (7) resolution sessions that did not produce a written settlement agreement resulted in a withdrawal or dismissal of the due process complaint prior to hearing.
- This indicator does not accurately reflect the State's efforts to resolve due process complaints prior to hearing. During FFY 2011, 72% (13 out of 18) of all due process hearing complaints were resolved without a hearing.

**Improvement Activities 18.1**

- A. Annual and ongoing education, guidance and training for LEAs on resolution session.
- B. 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.



**Discussion of Improvement Activities:**

**A.** In an effort to increase successful resolution meetings, information on resolution sessions and other dispute resolution procedures was provided to local educational agency personnel at LDOE's semiannual special education meeting. LDOE continues to provide the CADRE-developed handbook, "Resolution Meetings, A Guide for Parents," to both parents and school districts upon receipt by the State of requests for due process hearings and to provide guidance to local educational agency personnel concerning the conduct of resolution sessions.

**B.** In FFY 2011, LDOE convened a group of stakeholders to assess the management and implementation of the State's special education dispute resolution processes, including LDOE's procedures concerning resolution sessions. The information provided by the stakeholders resulted in some revisions to LDOE's administrative rules, policies, and procedures concerning due process hearings and resolution sessions.

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

*[If applicable]*

Part B State Annual Performance Report (APR) for 2011

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
2011	82%

**Actual Target Data for FFY 2011:**

The percent of mediations held that resulted in mediation agreements was 80%.

$$[(2 + 2) / 5] = .80 \times 100 = 80\%$$

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target that occurred for 2011:**

Louisiana did not meet its target of 82% for FFY 2011.

- The LDOE received only 9 requests for mediations. Therefore, the state is not required to report on this indicator for this year.

**Improvement Activities 19**

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.

B. Annual and ongoing education, guidance, and training for mediators.

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.

D. Develop a system of IEP Facilitation to reduce the number of disputes in LEAs.

**Discussion of Improvement Activities:**

A. CADRE has been very helpful to Louisiana's improvement efforts and LDOE will continue to foster this collaboration.

B. LDOE continued to provide on-going guidance to mediators during FFY 2011. LDOE legal and

special education program staff are available to provide guidance to mediators and mediation participants.

C. LDOE convened a group of stakeholders during FFY 2011 to solicit feedback on the State's administration of various dispute resolution processes.

D. LDOE continues to offer IEP facilitation services at no cost to parents and local education agencies.

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

**Part B State Annual Performance Report (APR) for FFY2011**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**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
2011	100%

**Actual Target Data for FFY 2011:**

The State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate at 100%. The state has met its target of 100% for this indicator.

LDOE has elected to use the OSEP Scoring Rubric to determine timeliness and accuracy of FFY 2011 data.

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
6	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
18	1	1	2
19	1	1	2
		<b>Subtotal</b>	38
<b>APR Score Calculation</b>	<b>Timely Submission Points</b> - If the FFY 2011 APR was submitted on-time, place the number 5 in the cell on the right.		5
	<b>Grand Total</b> - (Sum of subtotal and Timely Submission Points) =		43.00

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/12	1	1	1	1	4
Table 2 - Personnel Due Date: 11/7/12	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/1/12	1	1	1	1	4
Table 4 - Exiting Due Date: 11/7/12	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/7/12	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 12/19/12	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/7/12	1	1	1	N/A	3
Table 8 - MOE/CEIS Due Date: 5/1/12	1	1	N/A	N/A	2
				<b>Subtotal</b>	23
<b>618 Score Calculation</b>			<b>Grand Total (Subtotal X 1.8695)</b> =		43.00

Indicator #20 Calculation	
A. APR Grand Total	43.00
B. 618 Grand Total	43.00
C. APR Grand Total (A) + 618 Grand Total (B) =	86.00
Total N/A in APR	0
Total N/A in 618	0

<b>Base</b>	<b>86.00</b>
D. Subtotal (C divided by Base*) =	0.988
E. Indicator Score (Subtotal D x 100) =	100.00

\* Note any cell marked as N/A will decrease the denominator by 1 for APR and 1.8695 for 618

**Improvement Activity 20**

- A. 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.
- B. SER web-based training conducted for new users and for existing user reinforcement.
- C. 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.
- D. LEA superintendents must complete a Child Count, Exit Count, Personnel (Table 2), and Discipline (Table 5) data collection status forms for each Child Exit Count prior to the final count. This form instructs the LEA to compare prior year and current year's counts. In addition, the Superintendent must indicate if his/her will meet the data collection data collection.
- E. 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.
- F. One LDOE Data Management staff member provides help desk assistance to LEAs daily.
- G. LDOE's Data Management staff maintains a webpage for the SER system that contains the System User Guide, a calendar, a list of dates to remember, PowerPoint presentations, and the security form.

**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 the next FFY, and their effectiveness will be evaluated at that time.

Onsite 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 onsite monitoring visits.

The State ensures accurate data through the following additional mechanisms: data system edit checks, annual LEA data manager's meeting, technical assistance via webinar, Part B Data Manager participation at OSEP/DAC Data Meeting, on-going support through help desk and website updates, monitoring, and internal audits.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011.**

**Improvement Activities (Revised)**

Activities were previously numeric (1-7) and are now alphabetized (A-G).

**Improvement Activities (Revised)**

20. A. Conduct annual and on-going data management workshops for LEA Data Managers and SEA data management staff; materials and FAQs are posted via Blackboard as a reference resource.

- 20. B. Provide web-based trainings for new users of statewide web-based IEP and Special Education Reporting (SER).
- 20. C. Conduct systematic data checks to ensure data are valid, reliable, and accurate; result is data free of error.
- 20. E Manage and implement system updates to improve data quality and user experience
- 20. F Data Management Help Desk available to all LEAs

*Timeline:* On-going      *Resource:* Data Management Staff

*\*\*Timelines and resources above refer to 20.A, 20.B, 20.C, 20.E, and 20.F*

**Improvement Activity (Discontinued)**

20. D and 20. G will be discontinued as a result of the department's restructuring and LEA burden reduction reform.



## Timelines and Resources

### Appendix 1

Indicator	Timelines for FFY2011	Resources
Indicator 1	1.2 - 2006-2013; 1.3 - 2009-2013	LDOE Staff Division of Educational Improvement LDOE Staff
Indicator 2	2.4 - 2010-ongoing 2.5 - 2010-2012 2.6 - 2011-ongoing 2.7 - 2012-2015	LDOE Staff LDOE Staff, Data management LDOE Staff National Dropout Prevention Center, SPDG
Indicator 3	3.1 C - 2005-2011 3.1 D - 2007-2011 3.6 - 2011-2013  3.9 - 2012-2014  3.10 - 2012-2014	SPDG, LDOE staff Network Support Team, LDOE staff Office of Assessment and Accountability, Division of IDEA Support Office of Assessment and Accountability, Division of IDEA Support
Indicator 4	4.1 - 2008-2012 4.2 - 2008-2012 4.3 - 2008-2012 4.4 - 2008-2012 4.6 - 2011-2012	LDOE staff, Assessments, Select LEAs, SPDG IDEA Support, Select LEAs, PBIS initiative Center on PBIS, Dropout Prevention Center, Select LEAs Division of Student and School Learning, IDEA Support, Planning Analysis and Information Resources PBIS initiative, DLOE staff, SPDG
Indicator 5	5.2 - 2005-2013 5.4 - 2007-ongoing  5.5	SPDG, LATI, LDOE Staff Division of IDEA Support/IDEA Services; Network Teams, AIM Consortium, Louisiana Assistive Technology Institute (LATI) LDOE Staff
Indicator 6	6.4 – Summer 2012-2013 6.5 – Year one; FFY 2011-2012 6.6 – January 2012 6.7 - SY 2011-2012; SY 2012-2013 6.8 - Summer 2012-2013	LDOE Preschool STAFF  LDOE Preschool Staff, Selected university Personnel and LDE personnel LDOE Preschool Staff  LDOE Preschool Staff; Institutes of Higher Education

Indicator 7	7.3 1) FFY 2007 – 2012  2)FFY 2007 – 2010   4)FFY 2010-2012  5)FFY 2010-2012 6)FFY 2010-2012 7)FFY 2010-2012	National, regional, local and LDOE presenters Program Consultants (LDOE), Contract staff with expertise and experience with early childhood education LDOE ECSE Consultants LDOE Staff Brookes Publishing Company Part B Funds LDOE ECSE Consultants
Indicator 8	8.1 A – FFY 2006 – 2011  8.1 B – FFY 2006-2010  8.1 C – FFY 2006-2012 8.2 A – FFY 2006-2012 8.2 B - FFY 2006-2012 8.3 A - FFY 2006-2011 8.3 B – FFY 2006-2011 8.6 – FFY 2013-2014	(FHF) Staff, LDOE funding, contracted personnel, LDOE Staff
Indicator 9 & 10	9.19 – June 2012 9.20 – June 2012	LSU PBS Project, LDOE Staff
Indicator 11	11.6 – FFY 2009-2010 11.7 – FFY 2010-2012 11.8 – FFY 2009-2012 11.9 – FFY 2010-2012	LDOE Staff/Reports LDOE Staff LDOE Staff/ Data Management LDOE Staff
Indicator 12	12.1 B – Fall/Spring as needed  12.1 C – 2005 - monthly thereafter  12.1 D – Jan. 2006- monthly thereafter  12.1 E – 2007 – quarterly thereafter  12.1 F – Spring 08,09 – as needed thereafter 12.2 A – C – Quarterly monitoring/August compliance report 12.2 D – August Annually 12.2 E – Fall 2009- ongoing	619 ECSE Team, OCDD/Early Steps, OSEP conference call 619 ECSE Team, OCDD/Early Steps, LDOE Staff, ECSE Regional Coordinators 619 ECSE Team, ECSE Regional Coordinators, Data management, LDOE preschool coordinator 619 ECSE Team, ECSE Regional Coordinators, LDOE Staff, Data management 619 ECSE Team, State Printing, LDOE translation contractor Data Management, Preschool Staff, OCCD, Early Steps  LDOE Staff LDOE Stakeholder Group
Indicator 13	13.1 – FFY 2006-2012  13.2 – FFY 2010-2012 13.3 – FFY 2010-2012	LDOE, NSTTAC, NPSO, NDPC-SD LDOE Staff LDOE, NSTTAC, OCDD, LRS,

		Work Pay Coalition
Indicator 14	14.1 – FFY 2010-2012 14.2 – FFY 2006-2012 14.3 – FFY 2011-2013	LDOE, DPSO, LRA, OCDD LAWIPA LDOE, UNO, ULL CCR, ULL, LSU-HDC, Delgado & Bossier Community College
Indicator 15	15.1 – 2010 - ongoing 15.2 – FFY 2010 – 2013-ongoing 15.3 – FFY 2008 - ongoing 15.6 – FFY 2011- ongoing	LDOE Staff/IDEA funding
Indicator 18	18.1 – FFY 2006-2012	LDOE, CADRE, LDOE stakeholders, Regional Resource
Indicator 19	19.1 – FFY 2005-2012	IDEA funding, LDOE Staff, CADRE, Mediators, Regional Resource
Indicator 20	20.1 Continuously	Data Management Staff

\*\*All historic timelines and resources for completing activities have been updated in the State Performance Plan. The State Performance Plan and Annual Performance Report can be located on the Department's website at [www.louisianabelieves.com/academics/students-with-disabilities](http://www.louisianabelieves.com/academics/students-with-disabilities)