



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): H323A110003

Louisiana State Personnel Development Grant
2012 Continuation Report
May 4, 2012

The Louisiana State Personnel Development Grant (SPDG) is in the first three months of operation. The Louisiana Department of Education (LDOE) received the grant award notification letter for the SPDG in the Fall of 2011 when the previous SPDG was in a no-cost extension. The no-cost extension expired on February 28, 2012. The last day to report data was February 29, 2012, therefore, this initial report is the framework for data reporting and includes only benchmark data.

The Louisiana SPDG has four main goals to increase the use and effectiveness of: 1) Data-Based Decision Making, 2) Family Engagement, 3) Inclusive Practices, and 4) Culturally Responsive Practices. Professional development will be offered across the four focus areas (Data-Based Decision Making, Family Engagement, Inclusive Practices, and Culturally Responsive Practices) through face-to-face events, webinars, and on-site technical support. The Louisiana SPDG will assess the outcomes of the professional development and support provided by the project through the use and implementation of practice profiles and Guskey's 5 Levels of Professional Development Assessment.

Louisiana SPDG Staff

The Louisiana SPDG staff is comprised of individuals with a variety of experiences and expertise. The staff represents knowledge in the areas of data, inclusive practices, family engagement, and culturally responsive practices.

Robin W. Clark, MBA (LDOE Co-Director) is currently employed for the Louisiana Department of Education in NCLB & IDEA Monitoring Services Division and has administrative oversight of the State Personnel Development Grant (SPDG). She has a Bachelor of Arts in Elementary Education and has served for over 15 years as a certified, highly qualified teacher. Throughout her career she has been a statewide Training Coordinator for Louisiana's Parent Information & Resource Center (PIRC) and served as Chairman of the Board for Families Helping Families of Greater Baton Rouge, an organization serving families and people with disabilities of all ages in 7 parishes.

Dr. Melanie F. Lemoine (LSU Co-Director) is currently employed by Louisiana State University (LSU) as the SPDG Project Director. She has been in this position since 2007, however she has been on staff with this grant since 2002 where she began as a Site Liaison supporting Plaquemines, Orleans, and Assumption Parishes. Dr. Lemoine holds a doctorate from the University of New Orleans (UNO) in Special Education with an emphasis in mild disabilities and systems intervention.

Dr. Summer S. Whitmore (Coordinator) holds a Bachelor's Degree in Secondary Education, a Master's Degree and a Doctorate Degree in Special Education from Southern University. She is also certified as an Educational Diagnostician. Dr. Whitmore has extensive experience in school improvement. Throughout her career, Dr. Whitmore has served as a special education teacher, State Coordinator, Instructional Specialist, and an educational diagnostician. She is currently employed by LSU as the SPDG Project Coordinator.

Monica K. Ballay (Program Evaluator) earned a Bachelor of Science Education and a Masters of Education from Southeastern Louisiana University. She has experience as both a high school science teacher and high school administrator. She has been a state trainer for SWPBIS and a presenter for the U.S. Department of Education with Teacher-To-Teacher. She has been employed by LSU since June 2007 as the Project Evaluator.

Pamdora Williams (PD Coordinator) is currently employed by LSU as a site liaison to provide support to St. Charles, Jefferson, Plaquemines and East Baton Rouge Parishes. She has over 10 years of experience in education. Ms. Williams earned a Bachelor's of Arts in Elementary Education from Southeastern Louisiana University in 1991. She earned a Master of Education in Educational Administration from UNO in 2003.

Wendy Allen (PD Coordinator) has eight years of teaching experience at the high school level in Livingston Parish. She worked as the Positive Behavior Interventions and Support (PBIS) District Coordinator for East Baton Rouge Parish. In September 2007, Wendy became a Coordinator with the Louisiana PBIS. Wendy earned a Bachelor's Degree in Psychology and a Master's Degree in Educational Curriculum & Instruction. Mrs. Allen is currently employed as a Professional Development Coordinator for the Louisiana State Personnel Development Grant.

Sharon Hennessey (.15 FTE People First of Louisiana Executive Director) is a long-time advocate for people with disabilities. Ms. Hennessey has a Master's degree in Special Education/Habilitative Services from the University of New Orleans and has used her experience and education to focus on inclusion of people with disabilities in community living. Ms. Hennessey is currently the Executive Director of People First of Louisiana, a statewide self-advocacy organization made up and led by people with disabilities.

Key Points

SPDG Website The Louisiana SPDG is currently developing a new website. Districts across the state will have access to resources, calendar of events, archived webinars, and videos. The use of a NING will also provide "online habitats" for each focus area where professionals can share information, make connections, and access information. The site will also be used to enter and analyze data at the school and district level. The use of project developed Quality Indicators will be incorporated into the online data system. Tracking and reporting of activities, events, and support will be done through the site.

Professional Development Assessment The Louisiana SPDG will utilize Guskey's 5 Levels of Professional Development Assessment to determine the impact of the PD provided to participating LEAs. The project will assist LEAs in the development and use of practice profiles so they can self-assess their level and fidelity of implementation of practices.

Collaborative Partners The Louisiana SPDG will continue to collaborate with Pyramid Community Parent Resource Center (CPRC) and People First of Louisiana. Both agencies will work directly with project staff to develop and deliver professional development on effective strategies to engage families and supporting individuals with disabilities. Both agencies will be represented on the SPDG Advisory Team. Representatives from the states PTI will also serve on the SPDG Advisory Team.

Advisory & Management Teams The Louisiana SPDG has invited a small group of critical stakeholders to serve as advisors to the project. These team members represent family/community engagement, higher education, inclusive practices, data/systems intervention, LEAs, and disproportionality. Members of this team are charged with providing feedback and guidance to the project and to assist in maintaining focus and achieving goals and objectives. This team will meet face-to-face twice a year with updates from project staff as needed.

The Management Team, which will consist mainly of LDOE staff, will meet quarterly. The charge of this team will primarily be to review data, collaborate with project staff, hear and give updates, and ensure continued alignment with statewide improvement efforts.

Connector Meetings There will be two types of Connector meetings held each year. The first will provide connections among the IDEA staff located through the various goal offices within the LDOE. Participants will gather to share professional development events, collaborate on the planning, development, and delivery of PD, and share updates from each of the goal offices.

Also, the SPDG will collaborate with the LDOE on the development of a higher education – LDOE symposium with a focus on literacy. The SPDG will work with the LDOE on this event while also providing a follow-up event in the fall. A connector between the LDOE and higher education will be held annually.

Family Facilitators Each participating LEA will support a Family Facilitator at a minimum of .5FTE. The role of the facilitator is to link the needs of the families within the community with the support provided by the district. Facilitators will provide a minimum of 15 hours of professional development annually to families within their community on topics that are identified as a need.

State Performance Plan The Louisiana SPDG is directly aligned with the SPP and the activities written in the plan. The SPDG staff is working in various capacities to assist the state in carrying out the activities outlined in the plan. The data used to develop the SPDG as well as the LEA performance data all are directly aligned with what the state is monitoring through the SPP.

Statewide Professional Development The Louisiana SPDG will provide one statewide conference annually to the participating LEAs. The event will provide professional development on the four focus areas and provide an opportunity for sharing and collaborating among/between LEAs. The SPDG will also provide smaller regional meetings twice a year for participating LEAs. These meetings will provide PD on the focus areas, but will also be more tailored to the specific needs of the LEAs. Performance data of each LEA will determine the intensity of support they will receive for each focus area.



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: H323A110003

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective

[] Check if this is a status update for the previous budget period.

Projects use evidence-based professional development practices to support the attainment of identified competencies.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1a By the end of the 2nd year of funding, 50% of the evidence-based professional development components for Inclusive Practices will score 3 or 4.	PROGRAM		50 / 100	50		999 / 999	100
1b By the end of the 2nd year of funding, 50% of the evidence-based professional development components for Cultural Responsive Practices will score 3 or 4.	PROGRAM		50 / 100	50		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1.a. and 1.b. Program Measure 1: Projects use evidence-based professional development practices to support the attainment of identified competencies. LaSPDG has four initiatives (inclusive practices, culturally responsive practices, family engagement and data-based decision making) for which the project provides evidence-based professional development. LaSPDG has worked with our Project Officer and determined that we will report on the Inclusive Practices and Culturally Responsive Practices. The operation of the LaSPDG project began February 29, 2012. By the end of year 1, the project will develop the professional development curriculum for the initiatives. The benchmarks for program measure 1 were set by OSEP. In year 2, 50% of the components will have a score of 3 or 4. In year 3, 70% of the components will have a score of 3 or 4. In year 4, 80% of the components will have a score of 3 or 4. In year 5, 80% of the components will have a score of 3 or 4. 1.a. Inclusive Practices Initiative: Components in place: The LaSPDG project began February 29, 2012. The last day to collect data was February 29, 2012. No activities have occurred on or before February 29, 2012 with Inclusive Practices. Components we will focus on implementing in the coming year: The evidence-based professional development components worksheet will be completed and the areas to focus on for the following year will be identified. Help needed from OSEP related to professional development for this initiative: None identified. 1.b. Culturally Responsive Practices Initiative: Components in place: The LaSPDG project began February 29, 2012. The last day to collect data was February 29, 2012. No activities have occurred on or before February 29, 2012 with Culturally Responsive Practices. Components we will focus on implementing in the coming year: The evidence-based professional development components worksheet will be completed and the areas to focus on for the following year will be identified. Help needed from OSEP related to professional development for this initiative: None identified



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #:

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective

[] Check if this is a status update for the previous budget period.

Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2a After 2 years, 80% of LEAs will receive a score of In Place for 40% on the quality indicators for inclusive practices.	PROGRAM		80 / 100	80		999 / 999	100
2b After 2 years, 80% of LEAs will receive a score of In Place for 40% on the quality indicators for culturally responsive practices.	PROGRAM		80 / 100	80		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

2.a. and 2.b. Participants in SPDG professional development demonstrates improvement in implementation of SPDG-supported practices over time. LaSPDG is reporting on the same two initiatives (inclusive practices, culturally responsive practices) reported on for Program Measure 1. For this measure, the Local Educational Agency (LEA) is the unit of analysis or participant. The LEA score is an average of all the schools in the LEA that completed the quality indicator assessment tool for inclusive practices and culturally responsive practices. There are 16 LEAs involved in the grant. The project has determined that 80% (13/16) of the participants will reach the set benchmarks each year. In year 1, baseline data will be collected. In year 2, the benchmark is that 80% of the LEAs will receive a quality indicator score of 40% In Place for inclusive practices and culturally responsive practices. In year 3, the benchmark is 60%, year 4 is 70% and year 5 is 80%. 2.a. Inclusive Practices Initiative: The project is using an abbreviated version of the Validated Practices Tool to measure the implementation of inclusive practices. The Validated Practices Tool was created in the first SPDG cohort in a collaborative partnership among the LDOE (Louisiana Department of Education), LEAs, and a national consultant (Dr. Marilyn Friend). This tool was submitted to our Project Officer and approved. The LaSPDG project began February 29, 2012. The last day to collect data was February 29, 2012. No activities have occurred on or before February 29, 2012 with inclusive practices. Implementation fidelity focus for the coming year: Professional development on inclusive practices will be provided to the 16 SPDG LEAs over the next year in a blended professional development model (face-to-face, webinars, on-site). The quality indicators for Inclusive Practices will be administrated in September and October of 2012 to all participants. 80% of the LEAs are expected to have 40% of the quality indicators of inclusive practices In place. Help needed from OSEP related to improving implementation for this initiative: None identified 2.b. Culturally Responsive Practices Initiative: The project is using an abbreviated version of the Equity in Special Education Placement: A School Self-Assessment Tool by NCCREST and the Validated Practices Tool to measure the implementation of culturally responsive practices. This tool was submitted to our Project Officer and approved. The LaSPDG project began February 29, 2012. The last day to collect data was February 29, 2012. No activities have occurred on or before February 29, 2012 with culturally responsive practices. Implementation fidelity focus for the coming year: Professional development on culturally responsive practices will be provided to the 16 SPDG LEAs over the next year in a blended professional development model (face-to-face, webinars, on-site). The quality indicators for Culturally Responsive Practices will be administrated in September and October of 2012 to all participants. 80% of the LEAs are expected to have 40% of the quality indicators of inclusive practices In place. Help needed from OSEP related to improving implementation for this initiative: None identified



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: H323A110003

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3. Project Objective

[] Check if this is a status update for the previous budget period.

Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3.a. 30% of SPDG Inclusive Practices funds are used for activities designed to sustain the use of inclusive practices.	PROGRAM		30 / 100	30		999 / 999	100
3.b. 30% of SPDG Culturally Responsive Practices funds are used for activities designed to sustain the use of culturally responsive practices.	PROGRAM		30 / 100	30		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

3.a. and 3.b. Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices. LaSPDG is reporting on the same initiatives reported on for Program Measures 1 and 2. The operation of the SPDG project began February 29, 2012. No initiative funds have been spent by the OSEP closeout date of February 29, 2012. In year 2, the target is to spend 30% of both the SPDG Inclusive Practices Initiative and the Culturally Responsive Practices Initiative funds on activities designed to sustain the practices. The target for year 3 is 40%, year 4 is 50% and year 5 is 60%. 3.a. Inclusive Practices Initiative: The SPDG project began February 29, 2012 resulting in no activities occurring before the OSEP closeout date of February 29, 2012. Focus on ongoing TA activities for the next year: The technical assistance follow-up activities for inclusive practices will be a variety of activities from face-to-face events (SPDG Day, Regional Training), webinars, video/phone conference calls and on-site visits over the next year. Help needed from OSEP related to professional development efficiency: None identified 3.b. Culturally Responsive Practices Initiative: The SPDG project began February 29, 2012 resulting in no activities occurring before the OSEP closeout date of February 29, 2012. Focus on ongoing TA activities for the next year: The technical assistance follow-up activities for culturally responsive practices will be a variety of activities from face-to-face events (SPDG Day, Regional Training), webinars, video/phone conference calls and on-site visits over the next year. Help needed from OSEP related to professional development efficiency: None identified



U.S. Department of Education
 Grant Performance Report (ED 524B)
 Project Status Chart

PR/Award #: H323A110003

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4 . Project Objective

[] Check if this is a status update for the previous budget period.

Provide evidence-based professional development to LEAs and schools to support DBDM

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
4a Provide 4 PD opportunities on DBDM (Data Summits, Webinars, Face-to-Face).	PROGRAM	4	/		999	/	
4b Host 2 evidence-based statewide conferences each year.	PROGRAM	2	/		999	/	
4c 90% of the participants in the DBDM PLC will reach mastery level of knowledge (Guskeys Level 1 and 2).	PROGRAM		90 / 100	90		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The SPDG project began February 29, 2012 resulting in no activities occurring on or before the OSEP closeout date of February 29, 2012.



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #:

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

5. Project Objective

[] Check if this is a status update for the previous budget period.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
5a 100% of the LEAs will identify professional development and support needs using data.	PROJECT		100 / 100	100		999 / 999	100
5b 100% of the schools and LEAs will collect and analyze data (placement, achievement, discipline) formatively (marking period) each year.	PROJECT		100 / 100	100		999 / 999	100
5c 90% of the participants in the DBDM PLC will reach mastery level of skill (Guskey Levels 3 & 4).	PROGRAM		90 / 100	90		999 / 999	100
5d LEAs will utilize ICMs (Innovation Configuration Maps) to measure implementation of their identified PD with a 20% growth in implementation of practices each year (year 1 collect baseline).	PROGRAM		20 / 100	20		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The SPDG project began February 29, 2012 resulting in no activities occurring on or before the OSEP closeout date of February 29, 2012.



U.S. Department of Education
 Grant Performance Report (ED 524B)
 Project Status Chart

PR/Award #:

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

6 . Project Objective [] Check if this is a status update for the previous budget period.

Assess the outcomes of the multi-tiered system of support to assist schools and LEAs in effective DBDM.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
6a 60% of LEAs will meet or exceed the SPP target dropout rate for SWD in year one with a 10% increase in the number of LEAs each year (Guskey Level 5).	PROGRAM		60 / 100	60		999 / 999	100
6b 60% of LEAs will meet or exceed the SPP target graduation rate for SWD in year one with a 10% increase in the number of LEAs each year (Guskey Level 5).	PROGRAM		60 / 100	60		999 / 999	100
6c 60% of LEAs will meet or exceed the SPP target for SWD proficiency rate in ELA in year one with a 10% increase in the number of LEAs each year (Guskey Level 5).	PROGRAM		60 / 100	60		999 / 999	100
6d 60% of LEAs will meet or exceed the SPP target for SWD proficiency rate in Math in year one with a 10% increase in the number of LEAs each year (Guskey Level 5).	PROGRAM		60 / 100	60		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The SPDG project began February 29, 2012 resulting in no activities occurring on or before the OSEP closeout date of February 29, 2012.



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #:

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

7. Project Objective

[] Check if this is a status update for the previous budget period.

Provide training and resources to support families (including families of students with disabilities) in the education of their child with the school.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
7a Family Facilitators will provide 15, or more, hours of professional development to families each year in 100% of the LEAs	PROGRAM		100 / 100	100		999 / 999	100
7b 100% of families attending professional development will receive resources from family agencies (i.e., PTI, CPRC, People First of Louisiana).	PROJECT		100 / 100	100		999 / 999	100
7c 80% of families who attend professional development will report an increase in knowledge of identified topic. (Guskey Levels 1 and 2)	PROGRAM		80 / 100	80		999 / 999	100
7d 60% of families who attend professional development will report an increase in skills of identified topic. (Guskey Levels 3 and 4)	PROGRAM		60 / 100	60		999 / 999	100
7e Increase by 10% the number of families of students with disabilities who report schools facilitate family involvement to improve services based on IDEA survey each year. (Guskey Level 5)	PROGRAM		10 / 100	10		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The SPDG project began February 29, 2012 resulting in no activities occurring on or before the OSEP closeout date of February 29, 2012.



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #:

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

8 . Project Objective

[] Check if this is a status update for the previous budget period.

Provide professional development and support to schools and LEAs in the engagement of families in the education of their child with the school and district.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
8a Provide 4 PD opportunities annually on family engagement (Webinars, Face-to-Face).	PROGRAM	4	/		999	/	
8b 100% of schools and LEAs will have families as members on both school and LEAs improvement teams.	PROJECT		100 / 100	100		999 / 999	100
8c Develop coursework on effectively engaging families in schools to disseminate to 50% IHEs by year 3.	PROJECT		50 / 100	50		999 / 999	100
8d 90% of participants in family engagement PLC will reach mastery level of knowledge. (Guskey Levels 1 and 2)	PROGRAM		90 / 100	90		999 / 999	100
8e 90% of participants in family engagement PLC will reach mastery level of skills. (Guskey Levels 3 and 4)	PROGRAM		90 / 100	90		999 / 999	100
8f 75% of schools will complete the Indicators of Family Engagement Survey and will be at an engagement level of 3.25 or greater by year 1 and 3.5 greater by year 5. (Guskey Level 5)	PROGRAM		75 / 100	75		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The SPDG project began February 29, 2012 resulting in no activities occurring on or before the OSEP closeout date of February 29, 2012.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #:

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

9 . Project Objective [] Check if this is a status update for the previous budget period.

Provide evidence-based professional development to districts and schools to promote effective inclusive practices.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
9a Facilitate 4 professional development opportunities each year on inclusive practices.	PROGRAM	4	/		999	/	
9b Facilitate 4 professional development opportunities each year on inclusive practices.	PROJECT		75 / 100	75		999 / 999	100
9c Facilitate 4 professional development opportunities each year on inclusive practices.	PROJECT		100 / 100	100		999 / 999	100
9d SPDG staff will facilitate two connector meetings annually with IHE and LDOE staff.	PROJECT	2	/		999	/	
9e SPDG staff will facilitate two connector meetings annually with LDOE IDEA staff, distributed among the Goal Offices.	PROJECT	2	/		999	/	
9f A Strategist Team will create a resource on the use of paraprofessionals in inclusive settings and disseminate to 100% of LEAs.	PROGRAM		100 / 100	100		999 / 999	100
9g 90% knowledge of participants on inclusive practices will reach mastery level of knowledge (Guskey Levels 1 and 2).	PROGRAM		90 / 100	90		999 / 999	100
9h 10 schools will be identified through inclusive practices quality indicators and shared with IHEs for placement of pre-service field experience in special education with a 50% increase in the number of schools each consecutive year.	PROJECT	10	/		999	/	
9i	PROGRAM		60 / 100	60		999 / 999	100

60% of LEAs will meet or exceed the SPP target for LRE in year 1 with a 10% increase in the number of LEAs each consecutive year. (Guskey Level 5).							
9j 60% of LEAs will meet or exceed the SPP target for overuse of suspension and expulsion for SWD in year 1 with a 10% increase in the number of LEAs each consecutive year (Guskey Level 5).	PROGRAM		60 / 100	60		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The SPDG project began February 29, 2012 resulting in no activities occurring on or before the OSEP closeout date of February 29, 2012.



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #:

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

10. Project Objective

[] Check if this is a status update for the previous budget period.

Provide evidence-based professional development to districts and schools to promote culturally responsive practices around identification of student for services.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
10a Facilitate 4 PD opportunities (webinars, face-to-face) annually on culturally responsive practices focused on inappropriate identification.	PROGRAM	4	/		999	/	
10b A Strategist Team will create and disseminate 2 resources on disproportionality resulting from inappropriate identification by year 3.	PROGRAM	2	/		999	/	
10c 90% of the participants in the culturally responsive practices PLC on inappropriate identification will reach mastery level of knowledge (Guskey Levels 1 and 2).	PROGRAM		90 / 100	90		999 / 999	100
10d 90% of the participants in the culturally responsive practices PLC on inappropriate identification will reach mastery level of skill. (Guskey Levels 3 and 4)	PROGRAM		90 / 100	90		999 / 999	100
10e 80% of LEAs will be at or below the SPP risk ratio for disproportionate numbers of African American males inappropriately identified with a 10% increase in the number of LEAs each consecutive year. (Guskey Level 5)	GPRA		80 / 100	80		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The SPDG project began February 29, 2012 resulting in no activities occurring on or before the OSEP closeout date of February 29, 2012.



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #:

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

11. Project Objective

[] Check if this is a status update for the previous budget period.

Provide evidence-based professional development to districts and schools to promote culturally responsive practices on behavior.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
11a Facilitate 4 PD opportunities focused on overuse of suspension and expulsion annually on culturally responsive practices.	PROGRAM	4	/		999	/	
11b A Strategist Team will create and disseminate 2 resources on disproportionality resulting from overuse of suspension and expulsion for minority students.	PROGRAM	2	/		999	/	
11c 90% of the participants in the culturally responsive practices PLC on overuse of suspension and expulsion will reach mastery level of knowledge. (Guskey Levels 1 and 2)	PROGRAM		90 / 100	90		999 / 999	100
11d 90% of the participants in the culturally responsive practices PLC on overuse of suspension and expulsion will reach mastery level of skills. (Guskey Levels 3 and 4)	PROGRAM		90 / 100	90		999 / 999	100
11e 80% of the LEAs will be at or below the states risk ratio for overuse of suspension and expulsion of African American males with a 10% increase in the number of LEAs each consecutive year. (Guskey Level 5)	PROGRAM		80 / 100	80		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The SPDG project began February 29, 2012 resulting in no activities occurring on or before the OSEP closeout date of February 29, 2012.



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A110003**

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Title : 2012 SPDG Annual Report Section B

File : [2012 SPDG Annual Report Section B.pdf](#)

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Title : 2012 SPDG Annual Report Section C

File : [2012 SPDG Annual Report Section C.pdf](#)



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): H23A110003

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

The SPDG project began February 29, 2012 resulting in no activities or spending of funds occurring on or before the OSEP closeout date of February 29, 2012. (Please note that Item 8b would not accept an amount of zero dollars so \$1.00 was entered to electronically submit the report.)



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): H323A110003

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

The SPDG project began February 29, 2012 resulting in no activities occurring on or before the OSEP closeout date of February 29, 2012.

There was a change in Louisiana State Superintendent from Ollie S. Tyler to John White during January 2012.