

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0101 - DEWITT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.00%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.06%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	18.69%	N
Proficiency Rate: Mathematics	38.29%	38.10%	30.61%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.04% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	28.95%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	17.37%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0104 - STUTTGART SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	81.82%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	7.41%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	14.74%	N
Proficiency Rate: Mathematics	38.29%	38.10%	27.45%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	6.09% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	55.61%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	17.11%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.53%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	66.67%	43.15%	100.00%	38.96%	16.67%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	33.33%	15.73%	--	37.72%	83.33%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	100.00%	Y	89.64%	89.64%	100.00%	Y	91.68%	91.68%	100.00%	Y
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	68.61%	68.61%	100.00%	Y	59.74%	59.74%	100.00%	Y	77.81%	77.81%	100.00%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	100.00%	Y
	School Age (5-21)	95.12%	94.50%	33.33%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	--	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0201 - CROSSETT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	12.00%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	5.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	25.51%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.59% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
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Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	77.14%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.86%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
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Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	90.00%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	86.36%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	86.36%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0203 - HAMBURG SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	92.86%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.17%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.89%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	16.67%	N
Proficiency Rate: Mathematics	38.29%	38.10%	30.34%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.20% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	81.18%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	97.06%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0302 - COTTER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.94%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	33.33%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	54.17%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.16% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	79.01%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	4.94%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	97.92%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0303 - MOUNTAIN HOME SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.56%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.42%	Y
Participation Rate: Math	98.02%	95.00%	99.50%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	31.21%	N
Proficiency Rate: Mathematics	38.29%	38.10%	37.22%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.08% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	72.29%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	15.14%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.29%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0304 - NORFORK SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	11.76%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	47.37%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	57.89%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.41% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	42.86%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	14.29%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.97%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0401 - BENTONVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	95.08%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.86%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	Y
Literacy	Y		20.00%	Y
Mathematics	Y		24.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.67%	Y
Participation Rate: Math	98.02%	95.00%	99.69%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	46.36%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	66.39%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.31% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	46.06%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	22.90%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	3.10%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	8.33%	1.79%	4.17%	1.39%	4.17%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	4.17%	6.79%	0.00%	3.67%	0.00%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	12.50%	31.09%	20.83%	16.80%	16.67%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	29.17%	43.15%	45.83%	38.96%	20.83%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	45.83%	15.73%	29.17%	37.72%	58.33%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	76.92%	N	89.64%	89.64%	94.12%	Y	91.68%	91.68%	90.00%	N
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	68.61%	68.61%	75.00%	Y	59.74%	59.74%	75.00%	Y	77.81%	77.81%	79.17%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	68.57%	N
	School Age (5-21)	95.12%	94.50%	94.86%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	98.57%	N
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	98.15%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0402 - DECATUR SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.86%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	31.82%	N
Proficiency Rate: Mathematics	38.29%	38.10%	45.83%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	57.14%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	8.93%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.56%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0403 - GENTRY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.65%	Y
Participation Rate: Math	98.02%	95.00%	97.56%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	22.22%	N
Proficiency Rate: Mathematics	38.29%	38.10%	41.77%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	64.75%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.04%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.44%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0404 - GRAVETTE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.56%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.08%	Y
Participation Rate: Math	98.02%	95.00%	98.48%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	27.88%	N
Proficiency Rate: Mathematics	38.29%	38.10%	40.32%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.11% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	62.27%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.45%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.91%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.48%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0405 - ROGERS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.48%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	Y
Mathematics	Y		24.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.76%	Y
Participation Rate: Math	98.02%	95.00%	99.89%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	34.16%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	52.16%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.61% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	48.11%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	21.85%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.59%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	93.88%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0406 - SILOAM SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	55.00%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.24%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.44%	Y
Participation Rate: Math	98.02%	95.00%	99.47%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	21.02%	N
Proficiency Rate: Mathematics	38.29%	38.10%	40.72%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.59% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	84.30%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	4.44%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.02%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	93.94%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	98.18%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	98.18%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted reveiw periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0407 - PEA RIDGE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.70%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	99.02%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	37.68%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	52.27%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	66.22%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	8.78%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0440 - BENTON COUNTY SCHOOL OF ARTS

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	31.82%	N
Proficiency Rate: Mathematics	38.29%	38.10%	54.55%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	90.32%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.68%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	85.71%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	85.71%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0441 - NORTHWEST ARKANSAS ACADEMY OF FINE ARTS

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	0.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	0.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	100.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	— —	N/A
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	0.00%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0501 - ALPENA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.82%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	20.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	47.92%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.29% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	73.40%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.13%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.06%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	93.55%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0502 - BERGMAN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.37%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	40.35%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	60.00%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.29% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	68.94%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	6.82%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0503 - HARRISON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.96%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.95%	Y
Participation Rate: Math	98.02%	95.00%	98.73%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	30.30%	N
Proficiency Rate: Mathematics	38.29%	38.10%	41.26%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.35% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	55.12%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	8.13%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	2.47%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	0.00%	1.79%	0.00%	1.39%	0.00%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	6.67%	6.79%	6.67%	3.67%	6.67%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	40.00%	31.09%	40.00%	16.80%	40.00%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	20.00%	43.15%	40.00%	38.96%	13.33%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	33.33%	15.73%	13.33%	37.72%	40.00%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	90.00%	Y	89.64%	89.64%	92.31%	Y	91.68%	91.68%	88.89%	N
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	68.61%	68.61%	53.33%	N	59.74%	59.74%	53.33%	N	77.81%	77.81%	53.33%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	33.33%	N
	School Age (5-21)	95.12%	94.50%	66.67%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	98.84%	N
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	97.73%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0504 - OMAHA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	96.15%	Y
Participation Rate: Math	98.02%	95.00%	93.10%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	20.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	29.63%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	70.21%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.55%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0505 - VALLEY SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.67%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	43.64%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	42.19%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.10% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	81.58%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.26%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0506 - LEAD HILL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.78%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	97.14%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	16.67%	N
Proficiency Rate: Mathematics	38.29%	38.10%	15.15%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.14% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	75.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

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1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0520 - OZARK UNLIMITED RESOURCES CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	14.78%	6.79%	19.13%	3.67%	12.17%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	25.22%	31.09%	26.96%	16.80%	26.09%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	40.87%	43.15%	43.48%	38.96%	38.26%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	19.13%	15.73%	10.43%	37.72%	23.48%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	81.72%	N	89.64%	89.64%	78.64%	N	91.68%	91.68%	84.09%	N
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	68.61%	68.61%	60.00%	N	59.74%	59.74%	53.91%	N	77.81%	77.81%	61.74%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	94.12%	Y
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0601 - HERMITAGE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	66.67%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.13%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	93.94%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	3.57%	N
Proficiency Rate: Mathematics	38.29%	38.10%	10.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.48% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	83.64%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	1.82%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0602 - WARREN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.85%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	11.54%	N
Proficiency Rate: Mathematics	38.29%	38.10%	32.47%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.89% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	62.33%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	3.42%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	89.29%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	89.29%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0701 - HAMPTON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	85.71%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.38%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.06%	Y
Participation Rate: Math	98.02%	95.00%	97.44%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	25.81%	N
Proficiency Rate: Mathematics	38.29%	38.10%	30.56%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.17% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	47.46%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	3.39%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0801 - BERRYVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.20%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	18.18%	N
Proficiency Rate: Mathematics	38.29%	38.10%	48.51%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.93% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	60.42%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	6.25%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	2.08%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.73%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0802 - EUREKA SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.70%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	94.12%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	27.91%	N
Proficiency Rate: Mathematics	38.29%	38.10%	32.61%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	68.83%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	7.79%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0803 - GREEN FOREST SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.85%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	29.09%	N
Proficiency Rate: Mathematics	38.29%	38.10%	40.32%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	42.97%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	7.81%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	2.34%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0901 - DERMOTT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	8.57%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	97.92%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	11.43%	N
Proficiency Rate: Mathematics	38.29%	38.10%	21.74%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.76% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	56.25%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	21.88%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.30%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 0903 - LAKESIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	72.73%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.61%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	84.85%	N
Participation Rate: Math	98.02%	95.00%	86.49%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	15.69%	N
Proficiency Rate: Mathematics	38.29%	38.10%	23.73%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.41% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	75.93%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	14.81%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.93%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1002 - ARKADELPHIA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.96%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.98%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	21.05%	N
Proficiency Rate: Mathematics	38.29%	38.10%	36.73%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.45% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	45.63%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	14.08%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1003 - GURDON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.08%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.04%	Y
Participation Rate: Math	98.02%	95.00%	96.72%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	26.09%	N
Proficiency Rate: Mathematics	38.29%	38.10%	36.36%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.12% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	62.75%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	3.92%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1020 - DAWSON EDUCATION SERVICE CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	1.25%	6.79%	2.50%	3.67%	3.75%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	23.75%	31.09%	33.75%	16.80%	17.50%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	55.00%	43.15%	56.25%	38.96%	52.50%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	20.00%	15.73%	7.50%	37.72%	26.25%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	98.44%	Y	89.64%	89.64%	97.30%	Y	91.68%	91.68%	94.92%	Y
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	68.61%	68.61%	75.00%	Y	59.74%	59.74%	63.75%	Y	77.81%	77.81%	78.75%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	91.67%	Y
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1101 - CORNING SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.96%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	95.65%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	33.33%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	47.62%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.38% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	46.71%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.39%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.60%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	91.24%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1104 - PIGGOTT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.11%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	26.32%	N
Proficiency Rate: Mathematics	38.29%	38.10%	51.90%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.20% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	43.31%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	10.83%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	97.92%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1106 - RECTOR SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	86.67%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.90%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	Y
Literacy	N		20.00%	N/A
Mathematics	Y		24.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.65%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	22.41%	N
Proficiency Rate: Mathematics	38.29%	38.10%	52.78%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	44.72%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	3.25%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.65%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

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2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1201 - CONCORD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	20.51%	N
Proficiency Rate: Mathematics	38.29%	38.10%	44.44%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	72.60%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	4.11%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	75.00%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1202 - HEBER SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	95.45%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	10.31%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.15%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	21.90%	N
Proficiency Rate: Mathematics	38.29%	38.10%	40.37%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	41.38%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	12.32%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.49%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	85.71%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1203 - QUITMAN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	10.81%	N
Proficiency Rate: Mathematics	38.29%	38.10%	30.56%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.33% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	74.36%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	7.69%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.74%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	87.50%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	87.50%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1204 - WEST SIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	25.93%	N
Proficiency Rate: Mathematics	38.29%	38.10%	42.11%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	78.87%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	7.04%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	4.23%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	93.75%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1304 - WOODLAWN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	Y
Literacy	N		20.00%	N/A
Mathematics	Y		24.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	12.50%	N
Proficiency Rate: Mathematics	38.29%	38.10%	34.78%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	72.06%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.47%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	97.30%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1305 - CLEVELAND COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.17%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.30%	Y
Participation Rate: Math	98.02%	95.00%	97.30%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	13.89%	N
Proficiency Rate: Mathematics	38.29%	38.10%	27.78%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.64% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	82.76%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.77%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1402 - MAGNOLIA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.12%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.60%	Y
Participation Rate: Math	98.02%	95.00%	97.28%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	8.33%	N
Proficiency Rate: Mathematics	38.29%	38.10%	25.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.76% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	47.44%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.94%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	2.88%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.05%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1408 - EMERSON-TAYLOR SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	21.43%	N
Proficiency Rate: Mathematics	38.29%	38.10%	31.58%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.33% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	85.71%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.52%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1503 - NEMO VISTA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	15.38%	N
Proficiency Rate: Mathematics	38.29%	38.10%	62.07%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.39% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	27.54%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.90%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1505 - WONDERVIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.22%	Y
Participation Rate: Math	98.02%	95.00%	97.30%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	17.24%	N
Proficiency Rate: Mathematics	38.29%	38.10%	29.03%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.24% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	48.48%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	7.58%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	93.33%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1507 - SO. CONWAY CO. SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.20%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	99.16%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	27.59%	N
Proficiency Rate: Mathematics	38.29%	38.10%	49.02%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.57% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	64.16%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	14.16%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	98.81%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1520 - ARCH FORD EDUCATION SERVICE CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	— —	1.79%	1.00%	1.39%	0.50%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	2.01%	6.79%	8.27%	3.67%	2.01%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	6.02%	31.09%	14.04%	16.80%	4.01%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	24.56%	43.15%	38.85%	38.96%	22.81%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	67.42%	15.73%	37.84%	37.72%	70.68%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	93.85%	Y	89.64%	89.64%	85.08%	N	91.68%	91.68%	91.45%	N
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	68.61%	68.61%	91.98%	Y	59.74%	59.74%	76.69%	Y	77.81%	77.81%	93.48%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	93.24%	Y
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1601 - BAY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	27.50%	N
Proficiency Rate: Mathematics	38.29%	38.10%	46.34%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.36% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	39.51%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	19.75%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1602 - WESTSIDE CONS. SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.38%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	25.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	41.84%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	60.68%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	12.62%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.49%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1603 - BROOKLAND SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.25%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.95%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	31.03%	N
Proficiency Rate: Mathematics	38.29%	38.10%	50.00%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.27% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	48.48%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	12.73%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.21%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	79.17%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1605 - BUFFALO IS. CENTRAL SCH. DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.99%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.63%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	25.37%	N
Proficiency Rate: Mathematics	38.29%	38.10%	39.39%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	44.03%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	4.48%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.67%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	95.83%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	95.83%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1608 - JONESBORO SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.67%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.41%	Y
Participation Rate: Math	98.02%	95.00%	99.45%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	26.53%	N
Proficiency Rate: Mathematics	38.29%	38.10%	37.38%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.29% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	32.32%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	10.77%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.61%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	91.67%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

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2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1611 - NETTLETON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.17%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.10%	Y
Participation Rate: Math	98.02%	95.00%	97.22%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	23.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	38.60%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.28% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	37.02%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	20.32%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.13%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	91.53%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1612 - VALLEY VIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	85.71%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.06%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	38.46%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	52.58%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.05% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	54.15%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	11.22%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	2.44%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	93.84%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1613 - RIVERSIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	N
Mathematics	Y		24.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	21.33%	N
Proficiency Rate: Mathematics	38.29%	38.10%	39.47%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.13% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	40.15%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	4.38%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	93.75%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	93.75%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

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2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1701 - ALMA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	95.24%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.49%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	99.12%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	37.44%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	39.07%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.17% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	78.11%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.91%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.23%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.26%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1702 - CEDARVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.86%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.57%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	19.30%	N
Proficiency Rate: Mathematics	38.29%	38.10%	22.22%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.46% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	70.24%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	25.00%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1703 - MOUNTAINBURG SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	15.91%	N
Proficiency Rate: Mathematics	38.29%	38.10%	23.91%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	69.41%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	8.24%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1704 - MULBERRY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	71.43%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.00%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	97.62%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	12.12%	N
Proficiency Rate: Mathematics	38.29%	38.10%	12.82%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.22% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	52.05%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	13.70%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	5.48%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	93.75%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1705 - VAN BUREN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.44%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.66%	Y
Participation Rate: Math	98.02%	95.00%	99.71%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	20.07%	N
Proficiency Rate: Mathematics	38.29%	38.10%	30.86%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.83% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	62.98%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	19.42%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.73%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	0.00%	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	0.00%	6.79%	--	3.67%	3.85%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	7.69%	31.09%	11.54%	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	34.62%	43.15%	38.46%	38.96%	26.92%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	57.69%	15.73%	50.00%	37.72%	69.23%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	100.00%	Y	89.64%	89.64%	100.00%	Y	91.68%	91.68%	87.50%	N
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	68.61%	68.61%	92.31%	Y	59.74%	59.74%	88.46%	Y	77.81%	77.81%	96.15%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	94.44%	Y
	School Age (5-21)	95.12%	94.50%	92.40%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1802 - EARLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.45%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	95.92%	Y
Participation Rate: Math	98.02%	95.00%	98.21%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	34.04%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	35.19%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.83% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	21.36%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	7.77%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted reveiw periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1803 - WEST MEMPHIS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	92.68%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.57%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	N
Mathematics	Y		24.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.25%	Y
Participation Rate: Math	98.02%	95.00%	96.61%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	12.20%	N
Proficiency Rate: Mathematics	38.29%	38.10%	23.90%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.92% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	56.93%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	16.53%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.27%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.78%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	88.06%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	88.06%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1804 - MARION SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	96.55%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.45%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.37%	Y
Participation Rate: Math	98.02%	95.00%	98.56%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	23.89%	N
Proficiency Rate: Mathematics	38.29%	38.10%	46.12%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.27% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	39.13%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	21.95%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.04%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	83.87%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	98.48%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	98.48%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1805 - TURRELL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	60.00%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.45%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	0.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	5.88%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.93% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	23.26%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.30%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.74%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1901 - CROSS COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	90.91%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.88%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	12.20%	N
Proficiency Rate: Mathematics	38.29%	38.10%	22.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	83.84%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	16.16%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	80.00%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 1905 - WYNNE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	96.67%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.31%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.55%	Y
Participation Rate: Math	98.02%	95.00%	99.18%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	21.53%	N
Proficiency Rate: Mathematics	38.29%	38.10%	45.61%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.07% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	22.31%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	25.00%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.08%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	90.57%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2002 - FORDYCE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.75%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.96%	Y
Participation Rate: Math	98.02%	95.00%	97.44%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	18.75%	N
Proficiency Rate: Mathematics	38.29%	38.10%	17.33%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.32% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	28.64%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.22%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	50.97%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2104 - DUMAS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	95.45%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.61%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.77%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	8.22%	N
Proficiency Rate: Mathematics	38.29%	38.10%	19.44%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.83% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	35.58%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	13.50%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	3.07%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.25%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2105 - MCGEHEE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	92.31%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.54%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	11.69%	N
Proficiency Rate: Mathematics	38.29%	38.10%	20.51%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.11% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	36.42%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.62%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	6.17%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	93.75%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	93.75%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2202 - DREW CENTRAL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	8.51%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	97.56%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	29.73%	N
Proficiency Rate: Mathematics	38.29%	38.10%	38.46%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	58.33%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	11.46%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

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2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2203 - MONTICELLO SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.88%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.78%	Y
Participation Rate: Math	98.02%	95.00%	98.06%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	20.99%	N
Proficiency Rate: Mathematics	38.29%	38.10%	27.17%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.46% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	48.02%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	6.44%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.99%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	80.56%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2220 - SOUTHEAST ARKANSAS EDUCATIONAL SERVICE CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	0.63%	1.79%	--	1.39%	1.27%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	2.22%	6.79%	0.32%	3.67%	1.59%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	9.52%	31.09%	22.22%	16.80%	5.40%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	59.37%	43.15%	64.76%	38.96%	53.02%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	28.25%	15.73%	12.70%	37.72%	38.73%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	96.02%	Y	89.64%	89.64%	99.64%	Y	91.68%	91.68%	95.34%	Y
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	68.61%	68.61%	87.62%	Y	59.74%	59.74%	77.46%	Y	77.81%	77.81%	91.75%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	79.63%	N
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2301 - CONWAY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.50%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	N
Mathematics	Y		24.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.69%	Y
Participation Rate: Math	98.02%	95.00%	99.70%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	44.66%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	66.28%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.04% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	52.07%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	20.37%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.68%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.79%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	98.56%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	98.56%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2303 - GREENBRIER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	96.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.21%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.50%	Y
Participation Rate: Math	98.02%	95.00%	98.64%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	38.17%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	64.53%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.05% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	50.68%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	12.60%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.55%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2304 - GUY-PERKINS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	29.17%	N
Proficiency Rate: Mathematics	38.29%	38.10%	53.57%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	85.11%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.13%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2305 - MAYFLOWER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	8.00%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	20.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	27.69%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.64% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	62.10%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	11.29%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.81%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2306 - MT. VERNON/ENOLA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	9.68%	N
Proficiency Rate: Mathematics	38.29%	38.10%	18.92%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	59.32%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.08%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2307 - VILONIA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	87.50%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.85%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.26%	Y
Participation Rate: Math	98.02%	95.00%	99.32%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	46.27%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	63.21%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.12% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	58.81%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	13.00%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.22%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.03%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	98.95%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	98.95%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2402 - CHARLESTON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	23.64%	N
Proficiency Rate: Mathematics	38.29%	38.10%	32.76%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.32% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	69.23%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.88%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	4.81%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	97.06%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2403 - COUNTY LINE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.45%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	20.59%	N
Proficiency Rate: Mathematics	38.29%	38.10%	30.95%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	64.94%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.60%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.30%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	84.62%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

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2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2404 - OZARK SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.56%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	96.67%	Y
Participation Rate: Math	98.02%	95.00%	95.54%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	32.53%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	43.69%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	2.18% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	73.68%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	4.21%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	6.84%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	82.61%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	92.31%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	92.31%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2420 - WESTERN ARKANSAS CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	4.69%	1.79%	3.13%	1.39%	2.34%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	3.91%	6.79%	5.47%	3.67%	1.56%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	33.59%	31.09%	46.09%	16.80%	27.34%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	35.16%	43.15%	28.91%	38.96%	31.25%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	22.66%	15.73%	16.41%	37.72%	37.50%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	88.89%	N	89.64%	89.64%	89.72%	Y	91.68%	91.68%	93.75%	Y
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	68.61%	68.61%	57.81%	N	59.74%	59.74%	45.31%	N	77.81%	77.81%	68.75%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	93.48%	Y
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	93.42%	N
	Early Childhood (3-5)	99.06%	100.00%	93.42%	N
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2501 - MAMMOTH SPRING SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	25.81%	N
Proficiency Rate: Mathematics	38.29%	38.10%	56.67%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	71.43%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	3.57%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	0.00%	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	0.00%	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	50.00%	31.09%	66.67%	16.80%	16.67%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	50.00%	43.15%	33.33%	38.96%	83.33%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	0.00%	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	100.00%	Y	89.64%	89.64%	100.00%	Y	91.68%	91.68%	100.00%	Y
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	68.61%	68.61%	50.00%	N	59.74%	59.74%	33.33%	N	77.81%	77.81%	83.33%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	100.00%	Y
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	--	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2502 - SALEM SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	28.21%	N
Proficiency Rate: Mathematics	38.29%	38.10%	63.83%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	69.23%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	68.42%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2503 - VIOLA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	30.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	47.62%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	73.68%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	3.51%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.75%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	92.00%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2601 - CUTTER-MORNING STAR SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.67%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	95.92%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	30.43%	N
Proficiency Rate: Mathematics	38.29%	38.10%	48.94%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.91% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	50.00%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	4.05%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2602 - FOUNTAIN LAKE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.35%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	N
Mathematics	Y		24.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.12%	Y
Participation Rate: Math	98.02%	95.00%	99.08%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	32.43%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	44.44%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.35% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	57.14%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	6.12%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.36%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2603 - HOT SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	70.00%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.33%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.97%	Y
Participation Rate: Math	98.02%	95.00%	99.67%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	16.39%	N
Proficiency Rate: Mathematics	38.29%	38.10%	38.13%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.03% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	39.89%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	11.09%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.61%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	91.55%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2604 - JESSIEVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.82%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	26.92%	N
Proficiency Rate: Mathematics	38.29%	38.10%	32.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.11% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	46.08%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	10.78%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.98%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2605 - LAKE HAMILTON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	96.30%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	7.78%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.54%	Y
Participation Rate: Math	98.02%	95.00%	98.71%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	30.58%	N
Proficiency Rate: Mathematics	38.29%	38.10%	54.38%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.10% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	53.59%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	17.18%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.54%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	92.86%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2606 - LAKESIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.78%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.82%	Y
Participation Rate: Math	98.02%	95.00%	98.97%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	45.00%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	61.96%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.11% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	40.56%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.01%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.13%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	96.05%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	96.05%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2607 - MOUNTAIN PINE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	4.88%	N
Proficiency Rate: Mathematics	38.29%	38.10%	13.04%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	74.67%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	1.33%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	2.67%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	98.59%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2703 - POYEN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.85%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	Y
Literacy	Y		20.00%	Y
Mathematics	Y		24.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	16.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	53.33%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.18% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	62.07%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	6.90%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	91.67%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2705 - SHERIDAN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	90.32%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.90%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.53%	Y
Participation Rate: Math	98.02%	95.00%	99.10%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	28.43%	N
Proficiency Rate: Mathematics	38.29%	38.10%	54.25%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.07% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	49.44%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	16.33%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.67%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	90.63%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2803 - MARMADUKE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.89%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	11.29%	N
Proficiency Rate: Mathematics	38.29%	38.10%	17.65%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.03% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	59.50%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	8.26%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.67%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2807 - GREENE COUNTY TECH SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.61%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.53%	Y
Participation Rate: Math	98.02%	95.00%	99.20%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	26.67%	N
Proficiency Rate: Mathematics	38.29%	38.10%	48.26%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.14% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	51.87%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	13.85%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.44%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	2.00%	3.67%	2.00%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	8.00%	31.09%	10.00%	16.80%	2.00%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	24.00%	43.15%	28.00%	38.96%	6.00%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	66.00%	15.73%	58.00%	37.72%	88.00%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	100.00%	Y	89.64%	89.64%	95.00%	Y	91.68%	91.68%	80.00%	N
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	68.61%	68.61%	91.84%	Y	59.74%	59.74%	87.76%	Y	77.81%	77.81%	95.92%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	94.12%	Y
	School Age (5-21)	95.12%	94.50%	97.87%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2808 - PARAGOULD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.93%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.85%	Y
Participation Rate: Math	98.02%	95.00%	97.75%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	31.79%	N
Proficiency Rate: Mathematics	38.29%	38.10%	50.65%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.18% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	47.61%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	12.96%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.28%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	16.00%	31.09%	20.00%	16.80%	16.00%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	44.00%	43.15%	52.00%	38.96%	28.00%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	40.00%	15.73%	28.00%	37.72%	56.00%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	100.00%	Y	89.64%	89.64%	100.00%	Y	91.68%	91.68%	100.00%	Y
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	68.61%	68.61%	84.00%	Y	59.74%	59.74%	80.00%	Y	77.81%	77.81%	84.00%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	88.89%	Y
	School Age (5-21)	95.12%	94.50%	87.67%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2901 - BLEVINS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	8.00%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	97.87%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	19.44%	N
Proficiency Rate: Mathematics	38.29%	38.10%	15.22%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.29% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	71.59%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	13.64%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	2.27%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted reveiw periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2903 - HOPE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.96%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	95.12%	Y
Participation Rate: Math	98.02%	95.00%	93.62%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	9.62%	N
Proficiency Rate: Mathematics	38.29%	38.10%	21.62%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.38% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	78.88%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	8.37%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.40%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	98.25%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted reveiw periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2906 - SPRING HILL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	23.08%	N
Proficiency Rate: Mathematics	38.29%	38.10%	41.18%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.21% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	80.95%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	11.90%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	7.14%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 2920 - SOUTHWEST ARKANSAS EDUCATIONAL CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	0.48%	1.79%	0.96%	1.39%	0.48%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	2.39%	6.79%	2.87%	3.67%	2.87%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	11.96%	31.09%	24.40%	16.80%	5.74%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	56.46%	43.15%	65.55%	38.96%	56.46%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	28.71%	15.73%	6.22%	37.72%	34.45%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	95.97%	Y	89.64%	89.64%	95.92%	Y	91.68%	91.68%	94.89%	Y
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	68.61%	68.61%	85.17%	Y	59.74%	59.74%	71.77%	Y	77.81%	77.81%	90.91%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	92.93%	Y
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3001 - BISMARCK SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.90%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	25.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	38.24%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	55.83%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	13.33%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	5.00%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.94%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3002 - GLEN ROSE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.56%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	24.29%	N
Proficiency Rate: Mathematics	38.29%	38.10%	51.39%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.46% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	57.62%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	7.95%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.99%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	98.04%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3003 - MAGNET COVE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	8.51%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	28.21%	N
Proficiency Rate: Mathematics	38.29%	38.10%	59.18%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	57.14%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	6.49%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	9.09%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT 2008/09 School Year Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3004 - MALVERN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	91.67%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.31%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	19.83%	N
Proficiency Rate: Mathematics	38.29%	38.10%	37.19%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.36% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	52.75%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	13.92%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	5.13%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	92.71%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3005 - OUACHITA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	13.33%	N
Proficiency Rate: Mathematics	38.29%	38.10%	26.09%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	79.55%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.27%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	2.27%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	69.23%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3102 - DIERKS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.70%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	10.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	55.00%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	45.61%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	1.75%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3104 - MINERAL SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.33%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	96.88%	Y
Participation Rate: Math	98.02%	95.00%	96.97%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	10.34%	N
Proficiency Rate: Mathematics	38.29%	38.10%	30.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	55.07%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	1.45%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3105 - NASHVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.55%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	28.41%	N
Proficiency Rate: Mathematics	38.29%	38.10%	41.00%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	34.60%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	7.58%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.47%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3201 - BATESVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.31%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	32.10%	N
Proficiency Rate: Mathematics	38.29%	38.10%	50.88%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.19% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	63.25%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	4.56%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	3.13%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	5.32%	3.67%	1.06%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	7.45%	31.09%	20.21%	16.80%	10.64%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	36.17%	43.15%	44.68%	38.96%	68.09%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	56.38%	15.73%	29.79%	37.72%	20.21%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	100.00%	Y	89.64%	89.64%	92.42%	Y	91.68%	91.68%	98.67%	Y
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	68.61%	68.61%	92.55%	Y	59.74%	59.74%	74.47%	Y	77.81%	77.81%	88.30%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	97.04%	Y
	School Age (5-21)	95.12%	94.50%	91.43%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3203 - CUSHMAN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.17%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	6.25%	N
Proficiency Rate: Mathematics	38.29%	38.10%	43.75%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	47.92%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.08%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	6.25%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3209 - SOUTHSIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	71.43%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.84%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.39%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	34.29%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	50.91%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	56.54%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	2.53%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	4.35%	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	34.78%	16.80%	8.70%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	21.74%	43.15%	39.13%	38.96%	52.17%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	73.91%	15.73%	26.09%	37.72%	39.13%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	83.33%	N	89.64%	89.64%	100.00%	Y	91.68%	91.68%	100.00%	Y
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	68.61%	68.61%	95.65%	Y	59.74%	59.74%	65.22%	Y	77.81%	77.81%	91.30%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	97.73%	Y
	School Age (5-21)	95.12%	94.50%	94.85%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3211 - MIDLAND SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	22.86%	N
Proficiency Rate: Mathematics	38.29%	38.10%	54.29%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	46.34%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	12.20%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	20.00%	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	50.00%	43.15%	80.00%	38.96%	80.00%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	50.00%	15.73%	--	37.72%	20.00%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	100.00%	Y	89.64%	89.64%	100.00%	Y	91.68%	91.68%	100.00%	Y
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	68.61%	68.61%	100.00%	Y	59.74%	59.74%	80.00%	Y	77.81%	77.81%	100.00%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	100.00%	Y
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	96.67%	N
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	80.00%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3212 - CEDAR RIDGE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	87.50%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.54%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.21%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	18.52%	N
Proficiency Rate: Mathematics	38.29%	38.10%	37.29%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	64.91%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.88%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.88%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	25.00%	38.96%	25.00%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	100.00%	15.73%	75.00%	37.72%	75.00%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	100.00%	Y	91.68%	91.68%	100.00%	Y
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	68.61%	68.61%	100.00%	Y	59.74%	59.74%	100.00%	Y	77.81%	77.81%	100.00%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	100.00%	Y
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	97.67%	N
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	92.86%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3301 - CALICO ROCK SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	16.67%	N
Proficiency Rate: Mathematics	38.29%	38.10%	22.22%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.22% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	91.84%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	4.08%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3302 - MELBOURNE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.56%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	97.92%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	30.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	36.36%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.27% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	55.56%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	10.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	5.56%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.65%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3306 - IZARD CO. CONS. SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.30%	Y
Participation Rate: Math	98.02%	95.00%	97.62%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	27.27%	N
Proficiency Rate: Mathematics	38.29%	38.10%	28.95%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	54.12%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	11.76%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	33.33%	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	100.00%	31.09%	66.67%	16.80%	100.00%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	100.00%	Y	89.64%	89.64%	66.67%	N	91.68%	91.68%	100.00%	Y
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	100.00%	Y
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3320 - NORTH CENTRAL ARKANSAS EDUCATION SERVICE CENTER

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	0.00%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	1.37%	6.79%	0.68%	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	17.81%	31.09%	14.38%	16.80%	9.59%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	57.53%	43.15%	54.79%	38.96%	67.81%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	23.29%	15.73%	30.14%	37.72%	22.60%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	98.21%	Y	89.64%	89.64%	99.02%	Y	91.68%	91.68%	100.00%	Y
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	68.61%	68.61%	80.82%	Y	59.74%	59.74%	84.93%	Y	77.81%	77.81%	90.41%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	98.07%	Y
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3403 - NEWPORT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.95%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	28.41%	N
Proficiency Rate: Mathematics	38.29%	38.10%	31.37%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.54% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	70.05%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	20.29%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.48%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	17.39%	6.79%	30.43%	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	47.83%	31.09%	43.48%	16.80%	52.17%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	26.09%	43.15%	17.39%	38.96%	26.09%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	8.70%	15.73%	8.70%	37.72%	21.74%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	80.95%	N	89.64%	89.64%	66.67%	N	91.68%	91.68%	100.00%	Y
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	68.61%	68.61%	34.78%	N	59.74%	59.74%	26.09%	N	77.81%	77.81%	47.83%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	100.00%	Y
	School Age (5-21)	95.12%	94.50%	98.18%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3405 - JACKSON CO. SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.63%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.73%	Y
Participation Rate: Math	98.02%	95.00%	95.74%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	28.57%	N
Proficiency Rate: Mathematics	38.29%	38.10%	59.09%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	58.10%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	8.57%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	97.37%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3502 - DOLLARWAY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.73%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	16.04%	N
Proficiency Rate: Mathematics	38.29%	38.10%	24.17%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.09% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	29.63%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	26.39%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	9.72%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.70%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3505 - PINE BLUFF SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	9.32%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.76%	Y
Participation Rate: Math	98.02%	95.00%	97.30%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	13.25%	N
Proficiency Rate: Mathematics	38.29%	38.10%	21.47%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	2.50% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	15.66%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	24.73%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	5.16%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	58.62%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	58.62%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3509 - WATSON CHAPEL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	90.91%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.65%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.68%	Y
Participation Rate: Math	98.02%	95.00%	82.68%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	21.68%	N
Proficiency Rate: Mathematics	38.29%	38.10%	39.44%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	6.12% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	29.76%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	19.38%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	8.30%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	91.75%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3510 - WHITE HALL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.27%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.91%	Y
Participation Rate: Math	98.02%	95.00%	98.91%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	33.33%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	38.89%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.13% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	46.74%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	18.48%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	2.90%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.55%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	95.56%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	95.56%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3520 - ARKANSAS RIVER EDUCATION SERVICE CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	13.27%	1.79%	13.74%	1.39%	11.37%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	7.58%	6.79%	18.96%	3.67%	7.11%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	7.58%	31.09%	27.01%	16.80%	5.69%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	18.96%	43.15%	27.96%	38.96%	21.80%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	52.13%	15.73%	11.85%	37.72%	53.55%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	56.00%	N	89.64%	89.64%	62.70%	N	91.68%	91.68%	59.79%	N
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	68.61%	68.61%	71.43%	Y	59.74%	59.74%	40.00%	N	77.81%	77.81%	75.71%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	88.28%	Y
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3540 - HOPE ACADEMY CHARTER SCHOOL

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	0.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	0.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	46.15%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	— —	N/A
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	0.00%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3601 - CLARKSVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	83.33%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.16%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.29%	Y
Participation Rate: Math	98.02%	95.00%	99.32%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	22.31%	N
Proficiency Rate: Mathematics	38.29%	38.10%	45.52%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.93% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	46.07%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	13.48%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.81%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3604 - LAMAR SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	77.78%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.96%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	8.89%	N
Proficiency Rate: Mathematics	38.29%	38.10%	38.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.26% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	52.83%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	15.09%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.89%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	91.67%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	85.71%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	85.71%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3606 - WESTSIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.44%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	21.43%	N
Proficiency Rate: Mathematics	38.29%	38.10%	20.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.26% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	60.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	3.53%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.18%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	98.18%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3701 - BRADLEY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	26.67%	N
Proficiency Rate: Mathematics	38.29%	38.10%	27.78%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	73.53%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.94%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	2.94%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3704 - LAFAYETTE COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.59%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	10.26%	N
Proficiency Rate: Mathematics	38.29%	38.10%	13.04%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.23% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	77.32%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	12.37%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	2.06%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3804 - HOXIE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.16%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	N
Mathematics	Y		24.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.81%	Y
Participation Rate: Math	98.02%	95.00%	98.90%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	19.48%	N
Proficiency Rate: Mathematics	38.29%	38.10%	39.29%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	44.23%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.62%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	93.48%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3806 - SLOAN-HENDRIX SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	97.87%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	16.22%	N
Proficiency Rate: Mathematics	38.29%	38.10%	36.84%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.18% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	52.11%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	1.41%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.41%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.24%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3809 - HILLCREST SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.71%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.37%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	18.18%	N
Proficiency Rate: Mathematics	38.29%	38.10%	38.89%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.23% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	58.33%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.78%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted reveiw periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3810 - LAWRENCE COUNTY

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.30%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.75%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	21.43%	N
Proficiency Rate: Mathematics	38.29%	38.10%	37.50%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.17% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	56.63%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	12.05%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	98.06%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3820 - NORTHEAST ARKANSAS EDUCATION SERVICE CENTER

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	0.79%	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	7.09%	6.79%	10.24%	3.67%	2.36%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	13.39%	31.09%	25.20%	16.80%	5.51%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	31.50%	43.15%	44.09%	38.96%	28.35%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	47.24%	15.73%	20.47%	37.72%	63.78%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	85.07%	N	89.64%	89.64%	87.13%	N	91.68%	91.68%	93.48%	Y
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	68.61%	68.61%	78.74%	Y	59.74%	59.74%	64.57%	Y	77.81%	77.81%	92.13%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	100.00%	Y
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3840 - IMBODEN CHARTER SCHOOL DIST

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	33.33%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	33.33%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	53.85%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	0.00%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 3904 - LEE COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.75%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.27%	Y
Participation Rate: Math	98.02%	95.00%	96.69%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	15.69%	N
Proficiency Rate: Mathematics	38.29%	38.10%	23.21%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	2.10% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	41.08%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.41%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	3.24%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4003 - STAR CITY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	85.71%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	9.33%	N
Proficiency Rate: Mathematics	38.29%	38.10%	33.71%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.12% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	62.94%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	10.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.76%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4101 - ASHDOWN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	92.31%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.37%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.96%	Y
Participation Rate: Math	98.02%	95.00%	99.10%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	8.79%	N
Proficiency Rate: Mathematics	38.29%	38.10%	15.53%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	57.63%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	6.21%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.56%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	93.10%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4102 - FOREMAN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	7.14%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	4.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	32.14%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.61% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	50.00%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	3.70%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4201 - BOONEVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	77.78%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.90%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	96.12%	Y
Participation Rate: Math	98.02%	95.00%	97.41%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	17.20%	N
Proficiency Rate: Mathematics	38.29%	38.10%	26.85%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.37% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	49.72%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	8.29%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4202 - MAGAZINE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.63%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	23.53%	N
Proficiency Rate: Mathematics	38.29%	38.10%	47.22%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.91% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	52.94%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.94%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	93.18%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4203 - PARIS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	83.33%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.08%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	22.22%	N
Proficiency Rate: Mathematics	38.29%	38.10%	43.10%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.08% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	73.45%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.65%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.88%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	98.36%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4204 - SCRANTON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	95.65%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	21.05%	N
Proficiency Rate: Mathematics	38.29%	38.10%	40.91%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	62.86%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.71%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.24%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4301 - LONOKE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	82.14%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.84%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.41%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	26.17%	N
Proficiency Rate: Mathematics	38.29%	38.10%	44.23%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.25% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	45.24%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	17.06%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	91.89%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	91.89%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4302 - ENGLAND SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	85.71%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.60%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.53%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	12.12%	N
Proficiency Rate: Mathematics	38.29%	38.10%	30.56%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.36% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	34.07%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	20.74%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4303 - CARLISLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	88.89%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.04%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	23.91%	N
Proficiency Rate: Mathematics	38.29%	38.10%	32.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	95.10%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.98%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	97.06%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT 2008/09 School Year Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4304 - CABOT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	96.77%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.18%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	Y
Mathematics	Y		24.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.55%	Y
Participation Rate: Math	98.02%	95.00%	98.58%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	32.75%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	47.38%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.65% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	51.19%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	18.91%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	2.30%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	93.81%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4401 - HUNTSVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.40%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	40.58%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	52.30%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.04% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	43.23%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	11.98%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4501 - FLIPPIN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.39%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.11%	Y
Participation Rate: Math	98.02%	95.00%	96.36%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	34.69%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	40.82%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.34% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	63.55%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	22.43%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.93%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	14.29%	31.09%	14.29%	16.80%	14.29%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	57.14%	43.15%	14.29%	38.96%	28.57%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	28.57%	15.73%	71.43%	37.72%	57.14%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	100.00%	Y	89.64%	89.64%	100.00%	Y	91.68%	91.68%	100.00%	Y
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	68.61%	68.61%	85.71%	Y	59.74%	59.74%	85.71%	Y	77.81%	77.81%	85.71%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	*
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4502 - YELLVILLE-SUMMIT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	93.33%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.00%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.67%	Y
Participation Rate: Math	98.02%	95.00%	97.47%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	8.70%	N
Proficiency Rate: Mathematics	38.29%	38.10%	25.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.58% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	58.68%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.92%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.83%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.43%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4602 - GENOA CENTRAL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	8.57%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	97.62%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	20.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	35.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.37% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	68.75%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	7.81%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4603 - FOUKE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.64%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	95.52%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	29.09%	N
Proficiency Rate: Mathematics	38.29%	38.10%	39.34%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	62.61%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.57%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	2.61%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.12%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT 2008/09 School Year Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4605 - TEXARKANA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.69%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	96.86%	Y
Participation Rate: Math	98.02%	95.00%	96.24%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	16.41%	N
Proficiency Rate: Mathematics	38.29%	38.10%	19.43%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.66% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	57.84%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	17.91%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	2.05%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	88.46%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4701 - ARMOREL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	20.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	34.38%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	69.57%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	6.52%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	88.89%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4702 - BLYTHEVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	90.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	11.01%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.10%	Y
Participation Rate: Math	98.02%	95.00%	98.72%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	26.89%	N
Proficiency Rate: Mathematics	38.29%	38.10%	38.39%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	6.45% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	15.82%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	13.87%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.24%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	97.09%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4706 - SO. MISS. COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	87.50%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	7.14%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.11%	Y
Participation Rate: Math	98.02%	95.00%	96.92%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	3.85%	N
Proficiency Rate: Mathematics	38.29%	38.10%	23.81%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.38% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	57.25%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.80%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.45%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	93.75%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4708 - GOSNELL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	9.59%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	96.52%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	34.62%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	40.63%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	4.19% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	44.58%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	21.69%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.60%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	97.60%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4712 - MANILA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.16%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	N
Mathematics	Y		24.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	24.47%	N
Proficiency Rate: Mathematics	38.29%	38.10%	31.52%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.32% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	49.21%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	11.52%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.05%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	90.70%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4713 - OSCEOLA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	91.67%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	7.37%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.30%	Y
Participation Rate: Math	98.02%	95.00%	97.48%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	9.09%	N
Proficiency Rate: Mathematics	38.29%	38.10%	11.11%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.79% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	28.14%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	20.10%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	4.52%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	71.43%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	71.43%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4801 - BRINKLEY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.17%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.44%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	20.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	23.33%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.25% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	39.64%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.90%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	6.31%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4802 - CLARENDON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.12%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	8.57%	N
Proficiency Rate: Mathematics	38.29%	38.10%	15.79%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.55% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	37.33%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.33%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	4.00%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4901 - CADDO HILLS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	28.57%	N
Proficiency Rate: Mathematics	38.29%	38.10%	47.73%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	66.25%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	6.25%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 4902 - MOUNT IDA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	50.00%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	37.14%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	51.16%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	72.06%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	14.71%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.47%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5006 - PRESCOTT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	80.00%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.64%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	20.59%	N
Proficiency Rate: Mathematics	38.29%	38.10%	22.89%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	69.29%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	4.29%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.71%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	73.08%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5008 - NEVADA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	66.67%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	18.52%	N
Proficiency Rate: Mathematics	38.29%	38.10%	32.14%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	68.85%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	6.56%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5102 - JASPER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	91.67%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.50%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.80%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	23.29%	N
Proficiency Rate: Mathematics	38.29%	38.10%	44.44%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	75.68%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	1.35%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	4.05%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5106 - DEER/MT. JUDEA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	35.14%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	41.46%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.26% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	64.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.33%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5201 - BEARDEN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	9.38%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	33.33%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	23.08%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	5.74% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	70.69%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	6.90%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

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1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5204 - CAMDEN FAIRVIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.63%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.32%	Y
Participation Rate: Math	98.02%	95.00%	99.45%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	30.95%	N
Proficiency Rate: Mathematics	38.29%	38.10%	33.12%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.20% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	55.02%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	14.86%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.40%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.59%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5205 - HARMONY GROVE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	20.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	27.87%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	86.79%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	1.89%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	97.70%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5206 - STEPHENS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	4.35%	N
Proficiency Rate: Mathematics	38.29%	38.10%	3.13%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	92.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	93.88%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5220 - SOUTH CENTRAL SERVICE CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	4.96%	6.79%	7.80%	3.67%	0.71%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	16.31%	31.09%	26.95%	16.80%	5.67%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	46.81%	43.15%	47.52%	38.96%	35.46%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	31.91%	15.73%	17.73%	37.72%	58.16%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	92.71%	Y	89.64%	89.64%	90.52%	Y	91.68%	91.68%	98.31%	Y
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	68.61%	68.61%	78.72%	Y	59.74%	59.74%	65.25%	Y	77.81%	77.81%	93.62%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	85.84%	N
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5301 - EAST END SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	19.30%	N
Proficiency Rate: Mathematics	38.29%	38.10%	35.94%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.15% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	50.79%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	7.14%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5303 - PERRYVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	7.89%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	23.08%	N
Proficiency Rate: Mathematics	38.29%	38.10%	31.34%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.01% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	34.33%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	14.93%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	92.31%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5401 - BARTON-LEXA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	75.00%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.44%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	95.92%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	16.22%	N
Proficiency Rate: Mathematics	38.29%	38.10%	23.26%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.36% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	31.65%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	8.86%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

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2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5403 - HELENA/W.HELENA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	85.19%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	7.23%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.99%	Y
Participation Rate: Math	98.02%	95.00%	97.06%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	17.99%	N
Proficiency Rate: Mathematics	38.29%	38.10%	17.83%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.55% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	44.83%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	19.31%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	2.41%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	92.96%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5404 - MARVELL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.78%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.50%	Y
Participation Rate: Math	98.02%	95.00%	97.30%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	5.41%	N
Proficiency Rate: Mathematics	38.29%	38.10%	29.41%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.93% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	27.84%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.03%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5420 - GREAT RIVERS CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	1.35%	1.79%	--	1.39%	1.35%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	1.35%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	12.16%	31.09%	16.22%	16.80%	1.35%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	59.46%	43.15%	82.43%	38.96%	55.41%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	27.03%	15.73%	1.35%	37.72%	40.54%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	98.15%	Y	89.64%	89.64%	100.00%	Y	91.68%	91.68%	95.45%	Y
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	68.61%	68.61%	86.49%	Y	59.74%	59.74%	83.78%	Y	77.81%	77.81%	95.95%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	0.00%	N
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	99.60%	N
	Early Childhood (3-5)	99.06%	100.00%	99.60%	N
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5440 - KIPP: DELTA COLLEGE PREP SCHOOL

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	83.33%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	40.00%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	64.29%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	100.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5501 - DELIGHT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	12.50%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	95.24%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	18.75%	N
Proficiency Rate: Mathematics	38.29%	38.10%	16.67%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.30% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	70.97%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.68%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	50.00%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	50.00%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5502 - CENTERPOINT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	17.19%	N
Proficiency Rate: Mathematics	38.29%	38.10%	26.15%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	57.89%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.26%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	90.00%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	90.00%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5503 - KIRBY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.90%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	0.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	14.29%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	63.04%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	4.35%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	55.00%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5504 - MURFREESBORO SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	50.00%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.50%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	23.68%	N
Proficiency Rate: Mathematics	38.29%	38.10%	21.62%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.52% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	67.86%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	8.33%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.19%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5602 - HARRISBURG SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.59%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	25.81%	N
Proficiency Rate: Mathematics	38.29%	38.10%	38.10%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	38.62%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.66%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.36%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5604 - MARKED TREE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.08%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.25%	Y
Participation Rate: Math	98.02%	95.00%	96.72%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	12.50%	N
Proficiency Rate: Mathematics	38.29%	38.10%	30.51%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.16% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	30.19%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	28.30%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5605 - TRUMANN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	88.24%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.40%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.53%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	20.33%	N
Proficiency Rate: Mathematics	38.29%	38.10%	41.13%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.18% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	47.86%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	30.71%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.71%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5607 - WEINER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	66.67%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	95.83%	Y
Participation Rate: Math	98.02%	95.00%	92.59%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	30.43%	N
Proficiency Rate: Mathematics	38.29%	38.10%	28.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	46.34%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	12.20%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	90.91%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5608 - EAST POINSETT CO. SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.88%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	N
Mathematics	Y		24.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.57%	Y
Participation Rate: Math	98.02%	95.00%	98.80%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	15.15%	N
Proficiency Rate: Mathematics	38.29%	38.10%	24.68%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.24% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	41.61%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.84%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5620 - CROWLEY'S RIDGE EDUCATIONAL CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	0.60%	6.79%	1.20%	3.67%	1.20%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	40.12%	31.09%	41.92%	16.80%	26.95%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	34.13%	43.15%	40.72%	38.96%	35.93%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	25.15%	15.73%	16.17%	37.72%	35.93%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	99.20%	Y	89.64%	89.64%	98.57%	Y	91.68%	91.68%	98.13%	Y
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	68.61%	68.61%	59.28%	N	59.74%	59.74%	56.89%	N	77.81%	77.81%	71.86%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	100.00%	Y
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5703 - MENA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.30%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	N
Mathematics	Y		24.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	18.92%	N
Proficiency Rate: Mathematics	38.29%	38.10%	48.98%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.38% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	50.23%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	13.24%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5704 - VAN COVE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	75.00%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	15.15%	N
Proficiency Rate: Mathematics	38.29%	38.10%	33.33%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	34.00%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5705 - WICKES SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	14.71%	N
Proficiency Rate: Mathematics	38.29%	38.10%	26.47%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.09% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	54.17%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.72%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5706 - OUACHITA RIVER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	16.22%	N
Proficiency Rate: Mathematics	38.29%	38.10%	23.53%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.14% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	47.37%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.26%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5801 - ATKINS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.53%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	15.63%	N
Proficiency Rate: Mathematics	38.29%	38.10%	27.03%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	46.72%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	12.30%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5802 - DOVER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.67%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.75%	Y
Participation Rate: Math	98.02%	95.00%	98.08%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	29.76%	N
Proficiency Rate: Mathematics	38.29%	38.10%	43.00%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.21% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	60.96%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	23.97%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5803 - HECTOR SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	87.50%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.26%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	51.06%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	60.42%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.16% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	53.66%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	21.95%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.22%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5804 - POTTSVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.82%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.51%	Y
Participation Rate: Math	98.02%	95.00%	98.48%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	39.68%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	55.74%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.06% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	66.91%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	8.09%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	82.35%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5805 - RUSSELLVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	88.24%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.91%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.89%	Y
Participation Rate: Math	98.02%	95.00%	98.98%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	38.46%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	44.24%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.10% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	65.09%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	16.32%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.88%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.57%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

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2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5901 - DES ARC SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	8.57%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	21.88%	N
Proficiency Rate: Mathematics	38.29%	38.10%	51.35%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	44.62%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	7.69%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 5903 - HAZEN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.94%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	18.52%	N
Proficiency Rate: Mathematics	38.29%	38.10%	32.26%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.26% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	41.27%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	6.35%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	4.76%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	— —	N/A
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	0.00%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6001 - LITTLE ROCK SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	98.39%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.24%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	N
Mathematics	Y		24.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.34%	Y
Participation Rate: Math	98.02%	95.00%	93.97%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	17.13%	N
Proficiency Rate: Mathematics	38.29%	38.10%	22.07%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-1.34% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	51.93%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	14.36%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	6.92%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	83.33%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	94.94%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	94.94%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6002 - N. LITTLE ROCK SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	82.76%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	10.86%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.97%	Y
Participation Rate: Math	98.02%	95.00%	97.62%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	16.14%	N
Proficiency Rate: Mathematics	38.29%	38.10%	21.10%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.20% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	59.08%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	19.82%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	4.30%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	0.00%	1.79%	0.00%	1.39%	0.00%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	12.01%	6.79%	9.92%	3.67%	8.62%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	20.10%	31.09%	34.73%	16.80%	7.57%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	37.60%	43.15%	44.39%	38.96%	40.99%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	30.03%	15.73%	10.70%	37.72%	42.56%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	82.77%	N	89.64%	89.64%	88.86%	N	91.68%	91.68%	84.93%	N
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	68.61%	68.61%	67.80%	N	59.74%	59.74%	55.24%	N	77.81%	77.81%	83.77%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	83.52%	N
	School Age (5-21)	95.12%	94.50%	92.14%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	95.35%	N
	Early Childhood (3-5)	99.06%	100.00%	99.56%	N
	School Age (5-21)	97.89%	100.00%	90.16%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6003 - PULASKI CO. SPEC. SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	85.71%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	7.02%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	N
Mathematics	Y		24.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.17%	Y
Participation Rate: Math	98.02%	95.00%	97.54%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	17.10%	N
Proficiency Rate: Mathematics	38.29%	38.10%	23.65%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	2.21% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	58.33%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	13.31%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	6.36%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	72.09%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	94.03%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	94.03%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6041 - LISA ACADEMY CHARTER SCHOOL

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	28.57%	N
Proficiency Rate: Mathematics	38.29%	38.10%	40.00%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.73% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	100.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	— —	N/A
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	0.00%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6042 - DREAMLAND ACADEMY CHARTER SCHOOL

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	0.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	0.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	45.45%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	— —	N/A
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	0.00%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6043 - ARKANSAS VIRTUAL CHARTER SCHOOL

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	13.79%	N
Proficiency Rate: Mathematics	38.29%	38.10%	31.03%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	100.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	83.33%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	83.33%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6044 - COVENANTKEEPERS CHARTER SCHOOL

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	No	16.67%	16.67%	N/A
Literacy	No		20.00%	N/A
Mathematics	No		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	0.83%	N
Participation Rate: Math	98.02%	95.00%	0.83%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	0.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	0.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	100.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	— —	N/A
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6045 - ESTEM ELEMENTARY PUBLIC CHARTE

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	No	16.67%	16.67%	N/A
Literacy	No		20.00%	N/A
Mathematics	No		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	1.00%	Y
Participation Rate: Math	98.02%	95.00%	1.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	0.25%	N
Proficiency Rate: Mathematics	38.29%	38.10%	0.75%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	100.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6046 - ESTEM MIDDLE PUBLIC CHARTER

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	No	16.67%	16.67%	N/A
Literacy	No		20.00%	N/A
Mathematics	No		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	1.00%	Y
Participation Rate: Math	98.02%	95.00%	1.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	0.29%	N
Proficiency Rate: Mathematics	38.29%	38.10%	0.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	100.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	— —	N/A
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6048 - LISA ACADEMY NORTH

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	No	16.67%	16.67%	N/A
Literacy	No		20.00%	N/A
Mathematics	No		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	1.00%	Y
Participation Rate: Math	98.02%	95.00%	1.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	1.00%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	1.00%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	100.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6091 - AR SCHOOL FOR THE BLIND

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.92%	Y
Participation Rate: Math	98.02%	95.00%	87.23%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	45.45%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	35.14%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	— —	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	— —	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	— —	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	— —	1.79%	14.29%	1.39%	14.29%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	42.86%	6.79%	28.57%	3.67%	14.29%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	14.29%	31.09%	14.29%	16.80%	28.57%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	28.57%	43.15%	42.86%	38.96%	14.29%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	14.29%	15.73%	— —	37.72%	28.57%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	50.00%	N	89.64%	89.64%	57.14%	N	91.68%	91.68%	60.00%	N
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	68.61%	68.61%	42.86%	N	59.74%	59.74%	42.86%	N	77.81%	77.81%	42.86%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	50.00%	N
	School Age (5-21)	95.12%	94.50%	95.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	--	N/A
	Early Childhood (3-5)	99.06%	100.00%	--	N/A
	School Age (5-21)	97.89%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6092 - AR SCHOOL FOR THE DEAF

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	80.00%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.86%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	N
Mathematics	Y		24.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.21%	Y
Participation Rate: Math	98.02%	95.00%	98.63%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	15.69%	N
Proficiency Rate: Mathematics	38.29%	38.10%	14.93%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	— —	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	— —	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	— —	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	80.00%	N
	School Age (5-21)	95.12%	94.50%	92.86%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	--	N/A
	Early Childhood (3-5)	99.06%	100.00%	--	N/A
	School Age (5-21)	97.89%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6102 - MAYNARD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	80.00%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.70%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	6.25%	N
Proficiency Rate: Mathematics	38.29%	38.10%	29.27%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	56.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.67%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.29%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6103 - POCAHONTAS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.01%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.07%	Y
Participation Rate: Math	98.02%	95.00%	99.19%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	37.86%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	56.30%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.11% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	68.78%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	10.97%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.27%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	5.88%	31.09%	8.82%	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	14.71%	43.15%	52.94%	38.96%	17.65%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	79.41%	15.73%	38.24%	37.72%	82.35%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	100.00%	Y	89.64%	89.64%	100.00%	Y	91.68%	91.68%	100.00%	Y
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	68.61%	68.61%	94.12%	Y	59.74%	59.74%	91.18%	Y	77.81%	77.81%	100.00%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	95.52%	Y
	School Age (5-21)	95.12%	94.50%	98.63%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6201 - FORREST CITY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	7.05%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.74%	Y
Participation Rate: Math	98.02%	95.00%	97.97%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	15.57%	N
Proficiency Rate: Mathematics	38.29%	38.10%	25.19%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-1.64% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	64.32%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.09%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	2.95%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.12%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	87.14%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	87.14%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6202 - HUGHES SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	76.92%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	7.14%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	16.67%	N
Proficiency Rate: Mathematics	38.29%	38.10%	13.33%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.20% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	52.94%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	27.94%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	82.61%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6205 - PALESTINE-WHEATLEY SCH. DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	60.00%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.17%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	85.71%	N
Participation Rate: Math	98.02%	95.00%	88.00%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	8.33%	N
Proficiency Rate: Mathematics	38.29%	38.10%	15.91%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-1.02% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	46.38%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.90%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	2.90%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6301 - BAUXITE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	17.39%	N
Proficiency Rate: Mathematics	38.29%	38.10%	31.94%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	56.59%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	7.75%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.55%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.44%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6302 - BENTON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	70.45%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.31%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.94%	Y
Participation Rate: Math	98.02%	95.00%	98.60%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	34.75%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	56.76%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.18% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	43.57%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	11.24%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.60%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.29%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6303 - BRYANT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.88%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	N
Mathematics	Y		24.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.95%	Y
Participation Rate: Math	98.02%	95.00%	99.22%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	35.87%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	55.46%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.49% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	51.71%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	18.23%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	4.64%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.20%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	97.99%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	97.99%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6304 - HARMONY GROVE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	83.33%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.92%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.57%	Y
Participation Rate: Math	98.02%	95.00%	98.70%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	17.74%	N
Proficiency Rate: Mathematics	38.29%	38.10%	38.81%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	53.08%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.38%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.77%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT 2008/09 School Year Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6401 - WALDRON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.85%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.09%	Y
Participation Rate: Math	98.02%	95.00%	99.15%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	20.75%	N
Proficiency Rate: Mathematics	38.29%	38.10%	32.17%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.23% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	72.19%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.63%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.53%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.83%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6502 - SEARCY COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	86.67%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.54%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	N		20.00%	N/A
Mathematics	Y		24.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	22.95%	N
Proficiency Rate: Mathematics	38.29%	38.10%	37.35%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	82.86%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	1.43%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.43%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	9.09%	1.79%	27.27%	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	9.09%	16.80%	18.18%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	36.36%	43.15%	27.27%	38.96%	45.45%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	54.55%	15.73%	36.36%	37.72%	36.36%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	80.00%	N	89.64%	89.64%	57.14%	N	91.68%	91.68%	100.00%	Y
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	68.61%	68.61%	90.91%	Y	59.74%	59.74%	63.64%	Y	77.81%	77.81%	81.82%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	92.00%	Y
	School Age (5-21)	95.12%	94.50%	98.68%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6505 - OZARK MOUNTAIN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.37%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	14.29%	N
Proficiency Rate: Mathematics	38.29%	38.10%	31.34%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.28% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	57.85%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	1.65%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6601 - FORT SMITH SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	80.68%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.13%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	N
Mathematics	Y		24.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.68%	Y
Participation Rate: Math	98.02%	95.00%	99.63%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	19.56%	N
Proficiency Rate: Mathematics	38.29%	38.10%	26.62%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.56% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	41.59%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	20.17%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	2.61%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	1.33%	6.79%	1.33%	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	14.67%	31.09%	16.00%	16.80%	10.67%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	65.33%	43.15%	62.67%	38.96%	60.00%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	18.67%	15.73%	20.00%	37.72%	29.33%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	98.36%	Y	89.64%	89.64%	98.33%	Y	91.68%	91.68%	100.00%	Y
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	68.61%	68.61%	84.00%	Y	59.74%	59.74%	82.67%	Y	77.81%	77.81%	89.33%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	98.08%	Y
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	98.25%	N
	Early Childhood (3-5)	99.06%	100.00%	99.22%	N
	School Age (5-21)	97.89%	100.00%	97.45%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6602 - GREENWOOD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	91.11%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.66%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.11%	Y
Participation Rate: Math	98.02%	95.00%	98.11%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	34.29%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	58.44%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.30% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	74.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	6.89%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.67%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	89.47%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	98.25%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	98.25%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6603 - HACKETT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.44%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	15.15%	N
Proficiency Rate: Mathematics	38.29%	38.10%	36.11%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.16% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	64.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	10.67%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6604 - HARTFORD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	7.69%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.22%	Y
Participation Rate: Math	98.02%	95.00%	97.44%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	14.29%	N
Proficiency Rate: Mathematics	38.29%	38.10%	13.89%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	4.10% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	47.54%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	18.03%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.64%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6605 - LAVACA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.57%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	10.42%	N
Proficiency Rate: Mathematics	38.29%	38.10%	27.59%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	2.11% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	61.32%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	7.55%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	88.24%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT 2008/09 School Year Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6606 - MANSFIELD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	66.67%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	94.37%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	13.11%	N
Proficiency Rate: Mathematics	38.29%	38.10%	23.44%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.53% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	65.74%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	4.63%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.93%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	93.33%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6701 - DEQUEEN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	92.31%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.69%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	26.14%	N
Proficiency Rate: Mathematics	38.29%	38.10%	38.38%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.16% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	36.28%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	17.21%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.40%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.45%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

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1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6703 - HORATIO SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	23.64%	N
Proficiency Rate: Mathematics	38.29%	38.10%	43.08%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.60% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	62.99%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.67%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6720 - DEQUEEN/MENA EDUCATIONAL CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	3.82%	6.79%	3.82%	3.67%	2.29%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	32.82%	31.09%	41.98%	16.80%	12.98%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	35.88%	43.15%	49.62%	38.96%	55.73%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	27.48%	15.73%	4.58%	37.72%	29.01%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	94.74%	Y	89.64%	89.64%	96.00%	Y	91.68%	91.68%	96.77%	Y
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	68.61%	68.61%	63.36%	N	59.74%	59.74%	54.20%	N	77.81%	77.81%	84.73%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	90.57%	Y
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6802 - CAVE CITY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	32.53%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	50.00%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	60.22%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	6.08%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.66%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.88%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6804 - HIGHLAND SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	91.67%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.33%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.82%	Y
Participation Rate: Math	98.02%	95.00%	98.92%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	24.68%	N
Proficiency Rate: Mathematics	38.29%	38.10%	44.71%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.38% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	58.43%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.64%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.81%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6806 - TWIN RIVERS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.56%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	Y
Literacy	Y		20.00%	Y
Mathematics	Y		24.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	19.44%	N
Proficiency Rate: Mathematics	38.29%	38.10%	28.57%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.59% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	75.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	3.95%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	2.63%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 6901 - MOUNTAIN VIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.88%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.23%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	34.29%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	50.00%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	65.73%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	15.96%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.41%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7001 - EL DORADO SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.41%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.36%	Y
Participation Rate: Math	98.02%	95.00%	99.40%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	36.05%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	47.80%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	3.30% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	83.24%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	16.49%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	91.80%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	92.31%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	92.31%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

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2008/09 School Year

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1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7003 - JUNCTION CITY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.44%	Y
Participation Rate: Math	98.02%	95.00%	97.30%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	29.73%	N
Proficiency Rate: Mathematics	38.29%	38.10%	40.00%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.49% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	70.69%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	3.45%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7006 - NORPHLET SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	26.67%	N
Proficiency Rate: Mathematics	38.29%	38.10%	23.53%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	88.89%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.85%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7007 - PARKERS CHAPEL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	97.22%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	29.73%	N
Proficiency Rate: Mathematics	38.29%	38.10%	60.00%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.43% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	74.65%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	1.41%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7008 - SMACKOVER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	91.67%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.22%	Y
Participation Rate: Math	98.02%	95.00%	97.44%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	17.14%	N
Proficiency Rate: Mathematics	38.29%	38.10%	13.16%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	66.25%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7009 - STRONG-HUTTIG SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	7.69%	N
Proficiency Rate: Mathematics	38.29%	38.10%	10.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.16% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	85.92%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.82%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7102 - CLINTON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.86%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	24.71%	N
Proficiency Rate: Mathematics	38.29%	38.10%	49.52%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.41% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	40.80%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.45%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.06%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7104 - SHIRLEY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.22%	Y
Participation Rate: Math	98.02%	95.00%	97.37%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	32.35%	N
Proficiency Rate: Mathematics	38.29%	38.10%	44.44%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.75% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	60.47%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.81%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.16%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	91.67%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7105 - SOUTH SIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.22%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	31.25%	N
Proficiency Rate: Mathematics	38.29%	38.10%	41.18%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.69% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	39.47%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	1.32%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.32%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	86.36%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7201 - ELKINS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	88.89%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.51%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	96.81%	Y
Participation Rate: Math	98.02%	95.00%	96.94%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	32.94%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	37.93%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	56.55%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	15.17%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	2.76%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	98.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	93.75%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	93.75%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7202 - FARMINGTON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	26.15%	N
Proficiency Rate: Mathematics	38.29%	38.10%	41.50%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.54% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	58.20%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	4.51%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.23%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.56%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7203 - FAYETTEVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	98.21%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	8.80%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	N
Mathematics	Y		24.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	99.82%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	34.17%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	53.65%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.34% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	65.30%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	7.65%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	2.73%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.67%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7204 - GREENLAND SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.39%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	18.18%	N
Proficiency Rate: Mathematics	38.29%	38.10%	30.19%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	60.19%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	4.63%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	4.63%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.64%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	90.00%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	90.00%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7205 - LINCOLN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	81.25%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.08%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	99.17%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	17.35%	N
Proficiency Rate: Mathematics	38.29%	38.10%	28.04%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	47.98%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	10.40%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.58%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	93.68%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7206 - PRAIRIE GROVE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.98%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.02%	Y
Participation Rate: Math	98.02%	95.00%	99.17%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	34.04%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	55.36%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.48% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	60.53%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	4.74%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.58%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7207 - SPRINGDALE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.67%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	Y		20.00%	N
Mathematics	Y		24.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.02%	Y
Participation Rate: Math	98.02%	95.00%	98.05%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	26.88%	N
Proficiency Rate: Mathematics	38.29%	38.10%	38.08%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.05% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	60.10%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	14.09%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	4.76%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	91.67%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	98.39%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	98.39%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7208 - WEST FORK SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	1.39%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.78%	Y
Participation Rate: Math	98.02%	95.00%	97.80%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	18.75%	N
Proficiency Rate: Mathematics	38.29%	38.10%	36.59%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	68.75%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	5.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	4.38%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.44%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	93.33%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	93.33%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7221 - NORTHWEST ARKANSAS EDUCATION SERVICE CENTER

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	13.26%	6.79%	22.10%	3.67%	3.87%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	18.78%	31.09%	38.67%	16.80%	7.18%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	16.02%	43.15%	34.25%	38.96%	14.36%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	51.93%	15.73%	4.97%	37.72%	74.59%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	72.41%	N	89.64%	89.64%	76.74%	N	91.68%	91.68%	84.78%	N
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	68.61%	68.61%	67.96%	N	59.74%	59.74%	39.23%	N	77.81%	77.81%	88.95%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	76.47%	N
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	99.31%	N
	Early Childhood (3-5)	99.06%	100.00%	99.54%	N
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7301 - BALD KNOB SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.86%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.70%	Y
Participation Rate: Math	98.02%	95.00%	99.03%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	15.38%	N
Proficiency Rate: Mathematics	38.29%	38.10%	35.87%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	2.13% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	52.49%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	20.44%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	3.87%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.77%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7302 - BEEBE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	90.48%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.62%	Y
Participation Rate: Math	98.02%	95.00%	99.66%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	26.78%	N
Proficiency Rate: Mathematics	38.29%	38.10%	34.56%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.72% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	55.10%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	13.23%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.30%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7303 - BRADFORD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	96.15%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	36.84%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	21.74%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	57.14%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	2.04%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	12.24%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7304 - WHITE CO. CENTRAL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	22.73%	N
Proficiency Rate: Mathematics	38.29%	38.10%	28.00%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	58.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	10.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	2.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7307 - RIVERVIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.92%	Y
Participation Rate: Math	98.02%	95.00%	96.36%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	22.37%	N
Proficiency Rate: Mathematics	38.29%	38.10%	27.78%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.88% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	63.27%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	7.14%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	1.53%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	88.46%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7309 - PANGBURN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	96.30%	Y
Participation Rate: Math	98.02%	95.00%	98.04%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	22.45%	N
Proficiency Rate: Mathematics	38.29%	38.10%	41.30%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	63.64%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	5.68%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7310 - ROSE BUD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	4.05%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.57%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	20.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	38.46%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.24% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	54.00%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	1.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	95.83%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7311 - SEARCY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.99%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	37.16%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	48.77%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.15% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	46.52%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	31.28%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	4.81%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	98.00%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	98.00%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7320 - WILBUR D. MILLS EDUCATION SERVICE CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	— —	N/A

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
This indicator is not being reported at this time .				

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	10.06%	6.79%	5.59%	3.67%	5.59%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	25.70%	31.09%	21.23%	16.80%	13.41%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	27.93%	43.15%	32.96%	38.96%	32.40%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	36.31%	15.73%	40.22%	37.72%	48.60%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	84.21%	N	89.64%	89.64%	90.65%	Y	91.68%	91.68%	89.13%	N
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	68.61%	68.61%	64.25%	N	59.74%	59.74%	73.18%	Y	77.81%	77.81%	81.01%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	100.00%	Y
	School Age (5-21)	95.12%	94.50%	— —	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	95.77%	N
	Early Childhood (3-5)	99.06%	100.00%	95.77%	N
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7401 - AUGUSTA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.71%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	97.87%	Y
Participation Rate: Math	98.02%	95.00%	98.04%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	0.00%	N
Proficiency Rate: Mathematics	38.29%	38.10%	20.83%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	1.62% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	50.00%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	19.51%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	3.66%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	--	*
	School Age (5-21)	95.12%	94.50%	--	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	91.67%	N
	Early Childhood (3-5)	99.06%	100.00%	100.00%	Y
	School Age (5-21)	97.89%	100.00%	75.00%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7403 - MCCRORY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	6.25%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	98.21%	Y
Participation Rate: Math	98.02%	95.00%	96.61%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	14.29%	N
Proficiency Rate: Mathematics	38.29%	38.10%	37.25%	N

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	-0.47% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	47.62%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	9.52%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	— —	*

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	— —	N/A
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	0.00%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7503 - DANVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	33.93%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	50.72%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	56.78%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	11.02%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

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Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7504 - DARDANELLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	88.89%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	3.67%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	99.28%	Y
Participation Rate: Math	98.02%	95.00%	97.12%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	36.00%	Y
Proficiency Rate: Mathematics	38.29%	38.10%	50.00%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.29% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	51.13%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	14.29%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.82%	2.57%	0.38%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	94.57%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

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2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7509 - WESTERN YELL CO. SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	2.44%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N	16.67%	16.67%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	19.57%	N
Proficiency Rate: Mathematics	38.29%	38.10%	42.22%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.19% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	42.17%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	4.82%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	1.20%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	This indicator is not being reported at this time.			

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 7510 - TWO RIVERS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	86.67%	N

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	5.81%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	Y	16.67%	16.67%	N
Literacy	N		20.00%	N/A
Mathematics	Y		24.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	100.00%	Y
Participation Rate: Math	98.02%	95.00%	98.92%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	15.07%	N
Proficiency Rate: Mathematics	38.29%	38.10%	42.86%	Y

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	60.47%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	6.98%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	--	1.79%	--	1.39%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	--	6.79%	--	3.67%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	--	31.09%	--	16.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	--	43.15%	--	38.96%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	--	15.73%	--	37.72%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	--	N/A	89.64%	89.64%	--	N/A	91.68%	91.68%	--	N/A
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	68.61%	68.61%	--	N/A	59.74%	59.74%	--	N/A	77.81%	77.81%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	— —	N/A
	School Age (5-21)	95.12%	94.50%	96.67%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	93.33%	N
	Early Childhood (3-5)	99.06%	100.00%	— —	N/A
	School Age (5-21)	97.89%	100.00%	93.33%	N

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	--	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

ARKANSAS SPECIAL EDUCATION

DISTRICT ANNUAL PERFORMANCE REPORT

2008/09 School Year

Publication Date: April 2010

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Report Changes: OSEP has made changes to the data requirements of the Annual Performance Report. The following outlines the data changes.

1. **Indicator 02** (Drop out) and **Indicator 04** (Suspension/Expulsion) are now reported a year in arrears. This means the data in the 2008/09 school year report are from the 2007/08 school year. Additionally, **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
2. **Indicator 03** (Assessment) has two changes. To meet **Indicator 03A**, districts with special education subgroups for literacy and/or mathematics must meet the State AYP objectives for the appropriate assessment(s). Previously, separate targets were established for mathematics and literacy AYP, now there is only one target for AYP. **Indicator 03C** includes only students who were enrolled for a full academic year. Students who were considered highly mobile are excluded from the proficiency calculation.
3. **Indicator 07:** Targets have been set for Preschool Outcomes. The Summary Statements which the targets are based on are provided along with the baseline data so early childhood programs can review their progress.
4. **Indicators 13** and **14** are not being reported due to changes in the data requirements.

LEA: 9150 - DHS: DIVISION of DEVELOPMENTAL DISABILITIES SERVICES

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	94.11%	89.00%	100.00%	Y

Indicator 02: Dropout Rates (2007/08 school year)

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	4.28%	4.28%	— —	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA (Y/N)
Overall	N/A	16.67%	16.67%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		24.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.59%	95.00%	— —	N/A
Participation Rate: Math	98.02%	95.00%	— —	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	24.99%	32.40%	— —	N/A
Proficiency Rate: Mathematics	38.29%	38.10%	— —	N/A

Note: - - denotes not applicable

Indicator 04: Out-of-School Suspensions and Expulsions (2007/08 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	--	N/A

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This indicator is not being reported at this time .	

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.15%	54.29%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.16%	12.52%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.82%	2.57%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	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	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	1.86%	4.00%	1.79%	3.62%	1.39%	2.37%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.22%	4.99%	6.79%	5.37%	3.67%	4.37%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	23.86%	45.94%	31.09%	45.94%	16.80%	38.33%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.90%	32.21%	43.15%	33.96%	38.96%	38.95%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	30.71%	6.24%	15.73%	4.49%	37.72%	9.36%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.56%	89.56%	89.68%	Y	89.64%	89.64%	89.89%	Y	91.68%	91.68%	91.98%	Y
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	68.61%	68.61%	41.18%	N	59.74%	59.74%	41.18%	N	77.81%	77.81%	51.74%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.92%	86.00%	88.36%	Y
	School Age (5-21)	95.12%	94.50%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	98.55%	100.00%	97.81%	N
	Early Childhood (3-5)	99.06%	100.00%	97.89%	N
	School Age (5-21)	97.89%	100.00%	— —	N/A

Indicator 12: Early Childhood Transition

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 birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.27%	100.00%	99.18%	N

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
This indicator is not being reported at this time.				

Note: The collection for indicator 14 has been changed. All LEA targets are N/A.

Note: * Indicates a zero response rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.