

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0101 - DEWITT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	63.91%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.96%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	26.14%	N
Proficiency Rate: Mathematics	42.56%	44.62%	33.68%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.43% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	20.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	13.95%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0104 - STUTTGART SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	47.86%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	7.06%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	20.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	26.60%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.39% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	19.39%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	100.00%	Y	57.67%	60.00%	100.00%	Y	76.23%	78.00%	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)	84.92%	87.00%	83.33%	N
	School Age (5-21)	93.56%	95.00%	88.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	60.00%	N

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0201 - CROSSETT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	55.79%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	5.97%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	96.70%	Y
Participation Rate: Math	98.88%	95.00%	96.46%	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	27.20%	38.81%	12.79%	N
Proficiency Rate: Mathematics	42.56%	44.62%	25.23%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.55% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	69.79%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	3.65%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

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**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	91.18%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0203 - HAMBURG SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	78.70%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.65%	Y
Participation Rate: Math	98.88%	95.00%	98.68%	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	27.20%	38.81%	22.22%	N
Proficiency Rate: Mathematics	42.56%	44.62%	38.36%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.44% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	80.50%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.77%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0302 - COTTER SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	31.71%	N
Proficiency Rate: Mathematics	42.56%	44.62%	44.19%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	77.50%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0303 - MOUNTAIN HOME SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	83.57%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	4.72%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.14%	Y
Participation Rate: Math	98.88%	95.00%	96.89%	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	27.20%	38.81%	38.26%	N
Proficiency Rate: Mathematics	42.56%	44.62%	48.78%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.24% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	70.03%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	16.91%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.30%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0304 - NORFORK SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	85.71%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	10.00%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	43.33%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	44.44%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	76.92%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0401 - BENTONVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	78.22%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	Y		22.00%	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	99.12%	95.00%	99.69%	Y
Participation Rate: Math	98.88%	95.00%	99.72%	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	27.20%	38.81%	49.49%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	66.21%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.09% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	45.42%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	22.67%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.69%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	86.67%	N	91.34%	90.00%	88.89%	N	90.32%	92.00%	73.33%	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	66.74%	69.00%	84.38%	Y	57.67%	60.00%	75.00%	Y	76.23%	78.00%	78.13%	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)	84.92%	87.00%	82.50%	N
	School Age (5-21)	93.56%	95.00%	92.74%	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)	99.00%	100.00%	99.70%	N
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
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2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0402 - DECATUR SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	83.33%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	30.77%	N
Proficiency Rate: Mathematics	42.56%	44.62%	56.25%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	3.77%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.77%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	78.57%	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)	99.00%	100.00%	92.86%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**2009/10 School Year**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0403 - GENTRY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	93.33%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.89%	Y
Participation Rate: Math	98.88%	95.00%	98.86%	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	27.20%	38.81%	26.14%	N
Proficiency Rate: Mathematics	42.56%	44.62%	38.37%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	66.90%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	4.83%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.69%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	96.15%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0404 - GRAVETTE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	89.47%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	3.00%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.99%	Y
Participation Rate: Math	98.88%	95.00%	99.07%	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	27.20%	38.81%	30.11%	N
Proficiency Rate: Mathematics	42.56%	44.62%	44.55%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.57% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	58.47%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	9.29%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	89.38%	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)	99.00%	100.00%	96.00%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	96.00%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0405 - ROGERS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.75%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	2.05%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	N		22.00%	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	99.12%	95.00%	99.54%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	39.90%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	58.64%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.67% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	50.03%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	21.05%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.52%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	94.78%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	15.38%	Y
	b. enrolled in higher education or competitively employed	48.55%	48.55%	46.15%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	50.00%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**2009/10 School Year**

**Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0406 - SILOAM SPRINGS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	72.98%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	2.80%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	27.17%	N
Proficiency Rate: Mathematics	42.56%	44.62%	52.36%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	82.37%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	0.61%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.65%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	96.67%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	96.67%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0407 - PEA RIDGE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	83.33%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.32%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	40.00%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	48.35%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.13% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	62.14%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	7.86%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	33.33%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	33.33%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0440 - BENTON COUNTY SCHOOL OF ARTS**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	35.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	30.77%	N

**Note:** -- denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.22% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	88.24%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0501 - ALPENA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	26.67%	N
Proficiency Rate: Mathematics	42.56%	44.62%	48.00%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.61% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	78.16%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	1.15%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	93.02%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0502 - BERGMAN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	91.67%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.75%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	40.68%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	53.85%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.47% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	65.87%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0503 - HARRISON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	92.59%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.25%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	37.80%	N
Proficiency Rate: Mathematics	42.56%	44.62%	48.92%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.70% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	51.63%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	11.79%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.25%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	85.71%	N	91.34%	90.00%	81.82%	N	90.32%	92.00%	85.71%	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	66.74%	69.00%	84.62%	Y	57.67%	60.00%	84.62%	Y	76.23%	78.00%	84.62%	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)	84.92%	87.00%	100.00%	Y
School Age (5-21)	93.56%	95.00%	94.51%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	42.86%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	57.14%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0504 - OMAHA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	57.14%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	12.50%	N
Proficiency Rate: Mathematics	42.56%	44.62%	22.73%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	70.45%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	97.22%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0505 - VALLEY SPRINGS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	90.91%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	50.00%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	58.18%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	79.82%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	2.75%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0506 - LEAD HILL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	85.71%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	10.26%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	18.18%	N
Proficiency Rate: Mathematics	42.56%	44.62%	30.43%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-1.10% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	53.57%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	1.79%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0520 - OZARK UNLIMITED RESOURCES CO-OP**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	--	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	92.39%	Y	91.34%	90.00%	87.50%	N	90.32%	92.00%	87.91%	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	66.74%	69.00%	56.67%	N	57.67%	60.00%	50.83%	N	76.23%	78.00%	70.83%	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)	84.92%	87.00%	86.61%	N
School Age (5-21)	93.56%	95.00%	--	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0601 - HERMITAGE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	6.45%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	0.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	16.67%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	2.44% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	88.46%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	97.62%	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)	99.00%	100.00%	--	N/A
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0602 - WARREN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	62.34%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	98.68%	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	27.20%	38.81%	10.14%	N
Proficiency Rate: Mathematics	42.56%	44.62%	31.94%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	2.63% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	63.97%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	4.41%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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  
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2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0701 - HAMPTON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	71.43%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	13.33%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	16.22%	N
Proficiency Rate: Mathematics	42.56%	44.62%	36.11%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	52.17%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0801 - BERRYVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	90.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.20%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	34.92%	N
Proficiency Rate: Mathematics	42.56%	44.62%	54.48%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.77% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	58.85%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	7.66%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	92.74%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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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2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0802 - EUREKA SPRINGS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.56%	Y
Participation Rate: Math	98.88%	95.00%	95.56%	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	27.20%	38.81%	22.50%	N
Proficiency Rate: Mathematics	42.56%	44.62%	25.58%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.30% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	7.50%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	83.33%	N
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

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

**2009/10 School Year**

**Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0803 - GREEN FOREST SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	61.25%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	8.33%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.39%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	32.73%	N
Proficiency Rate: Mathematics	42.56%	44.62%	47.37%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	51.22%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	8.94%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	60.00%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	60.00%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0901 - DERMOTT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	75.00%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	12.50%	N
Proficiency Rate: Mathematics	42.56%	44.62%	27.03%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.63% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	25.42%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	98.08%	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)	99.00%	100.00%	85.71%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 0903 - LAKESIDE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	63.84%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	6.35%	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	N	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	96.77%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	11.54%	N
Proficiency Rate: Mathematics	42.56%	44.62%	29.82%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	62.50%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	18.75%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	78.95%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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2009/10 School Year  
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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1002 - ARKADELPHIA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	78.98%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.94%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	26.37%	N
Proficiency Rate: Mathematics	42.56%	44.62%	38.14%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.44% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	49.73%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	13.11%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1003 - GURDON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	86.88%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	25.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	50.98%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.79% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	72.34%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	5.32%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1020 - DAWSON EDUCATION SERVICE CO-OP**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	--	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	94.61%	Y	91.34%	90.00%	94.88%	Y	90.32%	92.00%	93.01%	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	66.74%	69.00%	60.44%	N	57.67%	60.00%	51.65%	N	76.23%	78.00%	69.23%	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)	84.92%	87.00%	61.54%	N
School Age (5-21)	93.56%	95.00%	--	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)	99.00%	100.00%	99.81%	N
	Early Childhood (3-5)	99.49%	100.00%	99.81%	N
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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%	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**

*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1101 - CORNING SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	94.74%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	2.41%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.61%	Y
Participation Rate: Math	98.88%	95.00%	98.46%	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	27.20%	38.81%	27.94%	N
Proficiency Rate: Mathematics	42.56%	44.62%	53.23%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.41% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	41.94%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	3.87%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.29%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	93.13%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1104 - PIGGOTT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	50.00%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	5.48%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	17.81%	N
Proficiency Rate: Mathematics	42.56%	44.62%	41.67%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.14% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	36.69%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	10.79%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	98.78%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1106 - RECTOR SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.89%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	28.57%	N
Proficiency Rate: Mathematics	42.56%	44.62%	68.18%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.17% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	52.38%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	3.81%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	96.15%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	96.15%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1201 - CONCORD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	25.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	60.53%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	48.61%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	1.39%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	4.17%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1202 - HEBER SPRINGS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	86.58%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	25.93%	N
Proficiency Rate: Mathematics	42.56%	44.62%	32.23%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	40.00%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	11.35%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	92.50%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1203 - QUITMAN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	24.44%	N
Proficiency Rate: Mathematics	42.56%	44.62%	44.68%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.33% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	48.75%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	3.75%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.25%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	100.00%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	100.00%	Y

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1204 - WEST SIDE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	25.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	44.12%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.41% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	80.70%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	5.26%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1304 - WOODLAWN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	50.00%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.14%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	27.27%	N
Proficiency Rate: Mathematics	42.56%	44.62%	45.00%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	78.69%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	1.64%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	95.92%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1305 - CLEVELAND COUNTY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	62.50%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	4.26%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.14%	Y
Participation Rate: Math	98.88%	95.00%	96.88%	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	27.20%	38.81%	15.15%	N
Proficiency Rate: Mathematics	42.56%	44.62%	23.33%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.92% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	83.33%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	0.00%	N

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1402 - MAGNOLIA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	84.90%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	5.17%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	9.30%	N
Proficiency Rate: Mathematics	42.56%	44.62%	22.83%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.77% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	43.07%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	10.11%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.62%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	89.68%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1408 - EMERSON-TAYLOR SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	41.94%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	42.42%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.52% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	80.00%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	94.87%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1503 - NEMO VISTA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	93.94%	N
Participation Rate: Math	98.88%	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	27.20%	38.81%	13.79%	N
Proficiency Rate: Mathematics	42.56%	44.62%	36.67%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.60% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	3.03%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1505 - WONDERVIEW SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	25.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	37.14%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.25% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	43.75%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	33.33%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	33.33%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1507 - SO. CONWAY CO. SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	70.94%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	5.31%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.05%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	19.61%	N
Proficiency Rate: Mathematics	42.56%	44.62%	43.40%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.24% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	10.96%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	97.44%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	71.43%	N

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1520 - ARCH FORD EDUCATION SERVICE CO-OP**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	--	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	91.40%	Y	91.34%	90.00%	90.32%	Y	90.32%	92.00%	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	66.74%	69.00%	93.44%	Y	57.67%	60.00%	81.97%	Y	76.23%	78.00%	94.54%	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)	84.92%	87.00%	93.97%	Y
School Age (5-21)	93.56%	95.00%	--	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1601 - BAY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	75.00%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	20.93%	N
Proficiency Rate: Mathematics	42.56%	44.62%	40.91%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	46.84%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	7.59%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	0.00%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	66.67%	Y

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1602 - WESTSIDE CONS. SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.23%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	30.84%	N
Proficiency Rate: Mathematics	42.56%	44.62%	35.51%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.06% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	56.73%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	13.46%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.85%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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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2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1603 - BROOKLAND SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	91.67%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	4.82%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.56%	Y
Participation Rate: Math	98.88%	95.00%	97.53%	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	27.20%	38.81%	35.62%	N
Proficiency Rate: Mathematics	42.56%	44.62%	51.39%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.13% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	50.97%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	14.84%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	89.13%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1605 - BUFFALO IS. CENTRAL SCH. DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	81.16%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	2.04%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	29.41%	N
Proficiency Rate: Mathematics	42.56%	44.62%	47.37%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.03% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	39.71%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	3.68%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1608 - JONESBORO SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	79.07%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.74%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	N		22.00%	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	99.12%	95.00%	99.74%	Y
Participation Rate: Math	98.88%	95.00%	99.77%	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	27.20%	38.81%	27.79%	N
Proficiency Rate: Mathematics	42.56%	44.62%	40.82%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.47% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	39.85%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	9.85%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	86.11%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1611 - NETTLETON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	85.39%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	2.05%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.63%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	24.34%	N
Proficiency Rate: Mathematics	42.56%	44.62%	43.06%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.11% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	36.23%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	19.11%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1612 - VALLEY VIEW SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	68.18%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	35.11%	N
Proficiency Rate: Mathematics	42.56%	44.62%	54.00%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	56.28%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	12.02%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

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

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1613 - RIVERSIDE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	87.50%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	4.69%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	98.81%	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	27.20%	38.81%	23.19%	N
Proficiency Rate: Mathematics	42.56%	44.62%	25.33%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.25% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	32.85%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	5.11%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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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2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1701 - ALMA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	84.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.12%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.10%	Y
Participation Rate: Math	98.88%	95.00%	99.59%	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	27.20%	38.81%	32.08%	N
Proficiency Rate: Mathematics	42.56%	44.62%	55.84%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.15% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	72.86%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	10.27%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1702 - CEDARVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	16.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	26.32%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.85% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	50.56%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	16.85%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	91.18%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1703 - MOUNTAINBURG SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	20.59%	N
Proficiency Rate: Mathematics	42.56%	44.62%	36.84%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.42% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	64.20%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	7.41%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

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

**2009/10 School Year**

**Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1704 - MULBERRY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	72.92%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	5.41%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	0.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	12.12%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.12% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	39.06%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	14.06%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1705 - VAN BUREN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.28%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	23.18%	N
Proficiency Rate: Mathematics	42.56%	44.62%	34.62%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.76% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	66.06%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.18%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	71.43%	N	91.34%	90.00%	87.50%	N	90.32%	92.00%	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	66.74%	69.00%	89.29%	Y	57.67%	60.00%	89.29%	Y	76.23%	78.00%	96.43%	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)	84.92%	87.00%	93.75%	Y
School Age (5-21)	93.56%	95.00%	89.55%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):  a. enrolled in higher education  b. enrolled in higher education or competitively employed  c. enrolled (higher education or other) or employed (competitive or other)	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.86%	12.86%	--	N/A
	48.55%	48.55%	--	N/A
	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	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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2009/10 School Year  
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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1802 - EARLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	53.69%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	95.65%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	9.30%	N
Proficiency Rate: Mathematics	42.56%	44.62%	23.08%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	23.33%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	6.67%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	33.33%	Y
	b. enrolled in higher education or competitively employed	48.55%	48.55%	66.67%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	66.67%	Y

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1803 - WEST MEMPHIS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	73.00%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	9.23%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	N		22.00%	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	99.12%	95.00%	98.67%	Y
Participation Rate: Math	98.88%	95.00%	97.77%	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	27.20%	38.81%	25.21%	N
Proficiency Rate: Mathematics	42.56%	44.62%	31.96%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	3.53% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	51.80%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	16.26%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.72%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	96.64%	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)	99.00%	100.00%	83.87%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	83.87%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1804 - MARION SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	71.67%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.23%	Y
Participation Rate: Math	98.88%	95.00%	99.26%	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	27.20%	38.81%	25.31%	N
Proficiency Rate: Mathematics	42.56%	44.62%	43.78%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.66% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	37.19%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	22.94%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	87.80%	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)	99.00%	100.00%	97.59%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	97.59%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1805 - TURRELL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	92.31%	N
Participation Rate: Math	98.88%	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	27.20%	38.81%	0.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	30.77%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-3.01% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	21.62%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	10.81%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1901 - CROSS COUNTY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.89%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	10.17%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.87%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	16.28%	N
Proficiency Rate: Mathematics	42.56%	44.62%	29.17%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.04% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	66.67%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	14.44%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 1905 - WYNNE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	87.39%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	6.70%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.52%	Y
Participation Rate: Math	98.88%	95.00%	99.54%	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	27.20%	38.81%	29.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	50.48%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	29.43%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	21.43%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	8.33%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	33.33%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	58.33%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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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**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2002 - FORDYCE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	75.00%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	88.46%	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	27.20%	38.81%	7.84%	N
Proficiency Rate: Mathematics	42.56%	44.62%	8.89%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	28.16%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	6.31%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	54.85%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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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Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2104 - DUMAS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	85.21%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	3.53%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	12.94%	N
Proficiency Rate: Mathematics	42.56%	44.62%	19.51%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	29.66%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	7.59%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.38%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	96.15%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	96.15%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2105 - MCGEHEE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	84.85%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	13.92%	N
Proficiency Rate: Mathematics	42.56%	44.62%	34.48%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.09% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	46.10%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	4.55%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	90.48%	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)	99.00%	100.00%	84.21%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	84.21%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2202 - DREW CENTRAL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	85.56%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.56%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	22.50%	N
Proficiency Rate: Mathematics	42.56%	44.62%	48.72%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	68.09%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	11.70%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	77.78%	N
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	100.00%	77.78%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

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

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2203 - MONTICELLO SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	89.16%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	3.06%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	29.49%	N
Proficiency Rate: Mathematics	42.56%	44.62%	46.07%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	48.26%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.74%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	97.14%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	97.06%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2220 - SOUTHEAST ARKANSAS EDUCATIONAL SERVICE CO-OP**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

Note: -- denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	--	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	91.08%	Y	91.34%	90.00%	96.15%	Y	90.32%	92.00%	91.62%	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	66.74%	69.00%	86.12%	Y	57.67%	60.00%	72.56%	Y	76.23%	78.00%	92.11%	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)	84.92%	87.00%	95.05%	Y
School Age (5-21)	93.56%	95.00%	--	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)	99.00%	100.00%	99.79%	N
	Early Childhood (3-5)	99.49%	100.00%	99.79%	N
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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%	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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2009/10 School Year  
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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2301 - CONWAY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	72.13%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	4.75%	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	16.95%	13.64%	Y
Literacy	Y		20.00%	Y
Mathematics	Y		22.00%	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	99.12%	95.00%	99.84%	Y
Participation Rate: Math	98.88%	95.00%	99.84%	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	27.20%	38.81%	47.59%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	68.57%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.01% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	56.97%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	16.76%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.63%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2303 - GREENBRIER SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	92.35%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.71%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.45%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	34.32%	N
Proficiency Rate: Mathematics	42.56%	44.62%	56.28%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.07% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	54.63%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	10.45%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	96.83%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	71.43%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	78.57%	Y

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**2009/10 School Year**

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2304 - GUY-PERKINS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	26.92%	N
Proficiency Rate: Mathematics	42.56%	44.62%	58.33%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	66.67%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	6.67%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2305 - MAYFLOWER SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	76.05%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	6.38%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	21.82%	N
Proficiency Rate: Mathematics	42.56%	44.62%	41.27%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.54% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	12.71%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.85%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2306 - MT. VERNON/ENOLA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	75.00%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	96.88%	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	27.20%	38.81%	14.81%	N
Proficiency Rate: Mathematics	42.56%	44.62%	34.62%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2307 - VILONIA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	82.46%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	2.06%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.86%	Y
Participation Rate: Math	98.88%	95.00%	98.94%	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	27.20%	38.81%	49.41%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	57.72%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.07% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	62.50%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	11.59%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	94.74%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2402 - CHARLESTON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	26.42%	N
Proficiency Rate: Mathematics	42.56%	44.62%	43.40%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	72.09%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.49%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**2009/10 School Year**

**Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2403 - COUNTY LINE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	18.52%	N
Proficiency Rate: Mathematics	42.56%	44.62%	47.06%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	60.56%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.82%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2404 - OZARK SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	90.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	96.47%	Y
Participation Rate: Math	98.88%	95.00%	97.00%	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	27.20%	38.81%	25.64%	N
Proficiency Rate: Mathematics	42.56%	44.62%	44.57%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.46% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	70.95%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	4.73%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	6.08%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2420 - WESTERN ARKANSAS CO-OP**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	--	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	83.95%	N	91.34%	90.00%	92.47%	Y	90.32%	92.00%	83.05%	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	66.74%	69.00%	60.91%	N	57.67%	60.00%	58.18%	N	76.23%	78.00%	71.82%	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)	84.92%	87.00%	93.75%	Y
School Age (5-21)	93.56%	95.00%	--	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)	99.00%	100.00%	97.41%	N
	Early Childhood (3-5)	99.49%	100.00%	97.41%	N
	School Age (5-21)	98.47%	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)
	99.14%	100.00%	57.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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%	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2501 - MAMMOTH SPRING SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	34.38%	N
Proficiency Rate: Mathematics	42.56%	44.62%	54.55%	Y

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	58.62%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	100.00%	Y	91.34%	90.00%	100.00%	Y	90.32%	92.00%	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	66.74%	69.00%	85.71%	Y	57.67%	60.00%	100.00%	Y	76.23%	78.00%	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)	84.92%	87.00%	100.00%	Y
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	N
	<b>Early Childhood (3-5)</b>	100.00%	N
	<b>School Age (5-21)</b>	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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2502 - SALEM SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	42.11%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	53.06%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	74.71%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.15%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2503 - VIOLA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	31.03%	N
Proficiency Rate: Mathematics	42.56%	44.62%	44.44%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	67.27%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.82%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	89.29%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2601 - CUTTER-MORNING STAR SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	71.43%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	9.09%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.92%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	36.36%	N
Proficiency Rate: Mathematics	42.56%	44.62%	69.77%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.44% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.95%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2602 - FOUNTAIN LAKE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	36.00%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	9.80%	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	N	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	Y		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	37.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	53.70%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.15% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	53.68%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	5.88%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2603 - HOT SPRINGS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	53.19%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	8.79%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	99.33%	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	27.20%	38.81%	20.68%	N
Proficiency Rate: Mathematics	42.56%	44.62%	39.84%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.05% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	36.78%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	9.39%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.34%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	87.93%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2604 - JESSIEVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	68.06%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.92%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	33.96%	N
Proficiency Rate: Mathematics	42.56%	44.62%	36.49%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	49.49%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	8.08%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.01%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	0.00%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	0.00%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2605 - LAKE HAMILTON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	85.55%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	3.03%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.57%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	45.37%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	58.51%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	50.12%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	16.63%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.74%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)
	<b>Early Childhood (3-5)</b>		84.92%	87.00%	--
<b>School Age (5-21)</b>		93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2606 - LAKESIDE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	88.39%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.43%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	45.51%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	65.92%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.14% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	43.55%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	2.58%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.29%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	98.67%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	98.67%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2607 - MOUNTAIN PINE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.44%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	2.70%	N
Proficiency Rate: Mathematics	42.56%	44.62%	13.64%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.50%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	98.11%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2703 - POYEN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	21.74%	N
Proficiency Rate: Mathematics	42.56%	44.62%	45.83%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	62.22%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	6.67%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2705 - SHERIDAN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	87.75%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	2.69%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.94%	Y
Participation Rate: Math	98.88%	95.00%	96.67%	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	27.20%	38.81%	31.64%	N
Proficiency Rate: Mathematics	42.56%	44.62%	56.92%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.18% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	47.85%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	18.73%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.76%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	89.58%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2803 - MARMADUKE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	21.31%	N
Proficiency Rate: Mathematics	42.56%	44.62%	26.76%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.14% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	56.52%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	7.83%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2807 - GREENE COUNTY TECH SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	79.38%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	2.23%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.72%	Y
Participation Rate: Math	98.88%	95.00%	98.78%	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	27.20%	38.81%	28.77%	N
Proficiency Rate: Mathematics	42.56%	44.62%	46.09%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.60% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	17.01%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.92%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	100.00%	Y	91.34%	90.00%	100.00%	Y	90.32%	92.00%	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	66.74%	69.00%	92.31%	Y	57.67%	60.00%	76.92%	Y	76.23%	78.00%	94.87%	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)	84.92%	87.00%	100.00%	Y
School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2808 - PARAGOULD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	94.31%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	2.52%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.41%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	28.67%	N
Proficiency Rate: Mathematics	42.56%	44.62%	54.66%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.25% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	51.79%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	11.61%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	100.00%	Y	91.34%	90.00%	100.00%	Y	90.32%	92.00%	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	66.74%	69.00%	76.00%	Y	57.67%	60.00%	84.00%	Y	76.23%	78.00%	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)	84.92%	87.00%	100.00%	Y
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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2009/10 School Year  
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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2901 - BLEVINS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	66.08%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	93.88%	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	27.20%	38.81%	20.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	21.43%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	60.76%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	10.13%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.80%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2903 - HOPE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	86.09%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.50%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	14.63%	N
Proficiency Rate: Mathematics	42.56%	44.62%	21.74%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.98% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	78.90%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	6.75%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.42%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	98.39%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2906 - SPRING HILL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	13.33%	N
Proficiency Rate: Mathematics	42.56%	44.62%	38.46%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.21% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	81.25%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	12.50%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 2920 - SOUTHWEST ARKANSAS EDUCATIONAL CO-OP**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	--	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	95.11%	Y	91.34%	90.00%	96.85%	Y	90.32%	92.00%	94.87%	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	66.74%	69.00%	78.45%	Y	57.67%	60.00%	63.79%	Y	76.23%	78.00%	81.47%	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)	84.92%	87.00%	85.20%	N
School Age (5-21)	93.56%	95.00%	--	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

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

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3001 - BISMARCK SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	90.91%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	25.86%	N
Proficiency Rate: Mathematics	42.56%	44.62%	46.67%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	43.24%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	11.71%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.60%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3002 - GLEN ROSE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	73.85%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	38.10%	N
Proficiency Rate: Mathematics	42.56%	44.62%	50.00%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.39% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	52.21%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.74%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3003 - MAGNET COVE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	71.30%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	2.33%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	28.95%	N
Proficiency Rate: Mathematics	42.56%	44.62%	47.37%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	62.90%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	4.84%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	8.06%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	0.00%	N

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3004 - MALVERN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	56.46%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	9.01%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	99.35%	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	27.20%	38.81%	20.66%	N
Proficiency Rate: Mathematics	42.56%	44.62%	29.71%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	54.68%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	12.23%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	4.32%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	89.34%	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)	99.00%	100.00%	97.56%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	97.56%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	33.33%	Y
	b. enrolled in higher education or competitively employed	48.55%	48.55%	33.33%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	33.33%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3005 - OUACHITA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	66.67%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	95.45%	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	27.20%	38.81%	13.04%	N
Proficiency Rate: Mathematics	42.56%	44.62%	25.00%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.86% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	72.50%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3102 - DIERKS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	10.34%	N
Proficiency Rate: Mathematics	42.56%	44.62%	38.46%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	50.00%	Y
	b. enrolled in higher education or competitively employed	48.55%	48.55%	50.00%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	50.00%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3104 - MINERAL SPRINGS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	89.90%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.14%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	14.71%	N
Proficiency Rate: Mathematics	42.56%	44.62%	29.03%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.58% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	40.91%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	1.52%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3105 - NASHVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	82.54%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.90%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	28.92%	N
Proficiency Rate: Mathematics	42.56%	44.62%	42.70%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.05% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	45.18%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	9.14%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3201 - BATESVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	95.83%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	2.05%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.40%	Y
Participation Rate: Math	98.88%	95.00%	98.51%	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	27.20%	38.81%	32.93%	N
Proficiency Rate: Mathematics	42.56%	44.62%	48.57%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.23% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	60.34%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.83%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	100.00%	Y	91.34%	90.00%	90.91%	Y	90.32%	92.00%	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	66.74%	69.00%	87.84%	Y	57.67%	60.00%	70.27%	Y	76.23%	78.00%	87.84%	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)	84.92%	87.00%	97.17%	Y
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	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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2009/10 School Year  
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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3209 - SOUTHSIDE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	30.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	59.41%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	55.94%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	2.97%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.97%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	100.00%	Y	91.34%	90.00%	100.00%	Y	90.32%	92.00%	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	66.74%	69.00%	93.55%	Y	57.67%	60.00%	54.84%	N	76.23%	78.00%	96.77%	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)	84.92%	87.00%	85.29%	N
	School Age (5-21)	93.56%	95.00%	84.48%	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)	99.00%	100.00%	98.04%	N
	Early Childhood (3-5)	99.49%	100.00%	97.30%	N
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3211 - MIDLAND SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	90.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.67%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	44.12%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	54.29%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	50.72%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	15.94%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	100.00%	Y	91.34%	90.00%	100.00%	Y	90.32%	92.00%	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	66.74%	69.00%	91.67%	Y	57.67%	60.00%	75.00%	Y	76.23%	78.00%	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)	84.92%	87.00%	100.00%	Y
School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3212 - CEDAR RIDGE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.25%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	32.73%	N
Proficiency Rate: Mathematics	42.56%	44.62%	37.70%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.25% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	54.29%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.95%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	100.00%	Y	91.34%	90.00%	100.00%	Y	90.32%	92.00%	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	66.74%	69.00%	100.00%	Y	57.67%	60.00%	100.00%	Y	76.23%	78.00%	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)	84.92%	87.00%	100.00%	Y
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3301 - CALICO ROCK SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	34.78%	N
Proficiency Rate: Mathematics	42.56%	44.62%	47.62%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.23% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	86.00%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline policies, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline policies, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3302 - MELBOURNE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	30.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	43.48%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.79% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	43.53%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.35%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	50.00%	Y
	b. enrolled in higher education or competitively employed	48.55%	48.55%	50.00%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	50.00%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3306 - IZARD CO. CONS. SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.50%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	34.38%	N
Proficiency Rate: Mathematics	42.56%	44.62%	57.14%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	50.59%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	10.59%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	100.00%	Y	91.34%	90.00%	80.00%	N	90.32%	92.00%	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	66.74%	69.00%	58.82%	N	57.67%	60.00%	64.71%	Y	76.23%	78.00%	88.24%	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)	84.92%	87.00%	100.00%	Y
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**2009/10 School Year**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3320 - NORTH CENTRAL ARKANSAS EDUCATION SERVICE CENTER**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	--	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	98.39%	Y	91.34%	90.00%	98.21%	Y	90.32%	92.00%	97.92%	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	66.74%	69.00%	80.13%	Y	57.67%	60.00%	78.15%	Y	76.23%	78.00%	90.07%	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)	84.92%	87.00%	96.47%	Y
School Age (5-21)	93.56%	95.00%	--	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3403 - NEWPORT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	81.25%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	25.93%	N
Proficiency Rate: Mathematics	42.56%	44.62%	49.51%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-1.42% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	76.67%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	10.56%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	100.00%	Y	91.34%	90.00%	100.00%	Y	90.32%	92.00%	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	66.74%	69.00%	56.00%	N	57.67%	60.00%	48.00%	N	76.23%	78.00%	96.00%	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)	84.92%	87.00%	80.00%	N
	School Age (5-21)	93.56%	95.00%	94.87%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3405 - JACKSON CO. SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	30.56%	N
Proficiency Rate: Mathematics	42.56%	44.62%	58.54%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.26% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	10.34%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3502 - DOLLARWAY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	87.92%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	3.15%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	14.85%	N
Proficiency Rate: Mathematics	42.56%	44.62%	16.84%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-2.46% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	33.92%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	21.05%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	10.53%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**2009/10 School Year**

**Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3505 - PINE BLUFF SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	68.24%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	7.67%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	96.67%	Y
Participation Rate: Math	98.88%	95.00%	97.25%	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	27.20%	38.81%	10.70%	N
Proficiency Rate: Mathematics	42.56%	44.62%	24.92%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.57% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	14.16%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	24.60%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	4.42%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	60.00%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	60.00%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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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2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3509 - WATSON CHAPEL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	95.65%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	0.67%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.04%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	21.43%	N
Proficiency Rate: Mathematics	42.56%	44.62%	34.27%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	3.02% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	29.24%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	13.72%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	6.86%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	75.42%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

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

*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline policies, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline policies, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3510 - WHITE HALL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	39.57%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	2.83%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.36%	Y
Participation Rate: Math	98.88%	95.00%	98.84%	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	27.20%	38.81%	33.10%	N
Proficiency Rate: Mathematics	42.56%	44.62%	54.43%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	47.74%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	17.29%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.01%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	89.16%	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)	99.00%	100.00%	97.44%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	97.44%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3520 - ARKANSAS RIVER EDUCATION SERVICE CO-OP**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	--	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	72.29%	N	91.34%	90.00%	83.49%	N	90.32%	92.00%	66.67%	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	66.74%	69.00%	62.29%	N	57.67%	60.00%	44.07%	N	76.23%	78.00%	73.73%	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)	84.92%	87.00%	0.00%	N
School Age (5-21)	93.56%	95.00%	--	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3540 - HOPE ACADEMY CHARTER SCHOOL**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	0.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	0.00%	N

**Note:** -- denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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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2009/10 School Year  
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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3601 - CLARKSVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	72.73%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.58%	Y
Participation Rate: Math	98.88%	95.00%	99.31%	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	27.20%	38.81%	39.06%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	46.62%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.81% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	46.01%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	12.55%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.76%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	91.03%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	0.00%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	0.00%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3604 - LAMAR SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	90.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	18.60%	N
Proficiency Rate: Mathematics	42.56%	44.62%	29.55%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.62% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	54.44%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	16.67%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline policies, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline policies, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3606 - WESTSIDE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.78%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	16.67%	N
Proficiency Rate: Mathematics	42.56%	44.62%	40.82%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.98% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	47.56%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	6.10%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3701 - BRADLEY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	27.27%	N
Proficiency Rate: Mathematics	42.56%	44.62%	29.63%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	78.38%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	2.70%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.70%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3704 - LAFAYETTE COUNTY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	13.51%	N
Proficiency Rate: Mathematics	42.56%	44.62%	21.05%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.52% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	77.78%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	11.11%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.11%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3804 - HOXIE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	28.77%	N
Proficiency Rate: Mathematics	42.56%	44.62%	34.94%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.14% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	40.30%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	7.46%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	91.95%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3806 - SLOAN-HENDRIX SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	88.89%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	26.83%	N
Proficiency Rate: Mathematics	42.56%	44.62%	53.66%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.57% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	61.54%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	1.54%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	97.78%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3809 - HILLCREST SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	75.00%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	20.59%	N
Proficiency Rate: Mathematics	42.56%	44.62%	28.95%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.91% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	3.17%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.59%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	33.33%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	100.00%	Y

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**2009/10 School Year**

**Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3810 - LAWRENCE COUNTY**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	83.92%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.57%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	17.46%	N
Proficiency Rate: Mathematics	42.56%	44.62%	30.67%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.09% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	56.05%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	8.92%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	50.00%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	50.00%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3820 - NORTHEAST ARKANSAS EDUCATION SERVICE CENTER**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	--	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	91.84%	Y	91.34%	90.00%	83.33%	N	90.32%	92.00%	97.62%	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	66.74%	69.00%	91.30%	Y	57.67%	60.00%	66.09%	Y	76.23%	78.00%	93.91%	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)	84.92%	87.00%	91.67%	Y
School Age (5-21)	93.56%	95.00%	--	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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%	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**

**2009/10 School Year**

**Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3840 - IMBODEN CHARTER SCHOOL DIST**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	50.00%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	50.00%	Y

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-8.51% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 3904 - LEE COUNTY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	89.55%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	5.21%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	93.85%	N
Participation Rate: Math	98.88%	95.00%	96.25%	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	27.20%	38.81%	11.86%	N
Proficiency Rate: Mathematics	42.56%	44.62%	38.36%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	2.27% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	35.56%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	11.11%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.70%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	50.00%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4003 - STAR CITY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	85.71%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.23%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.67%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	14.71%	N
Proficiency Rate: Mathematics	42.56%	44.62%	42.67%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.24% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	58.60%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	8.92%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.64%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	85.00%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	85.00%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4101 - ASHDOWN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	84.62%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.82%	Y
Participation Rate: Math	98.88%	95.00%	96.88%	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	27.20%	38.81%	11.25%	N
Proficiency Rate: Mathematics	42.56%	44.62%	13.48%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	50.32%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	6.45%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.65%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	95.12%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4102 - FOREMAN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	71.43%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	22.22%	N
Proficiency Rate: Mathematics	42.56%	44.62%	36.36%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.78% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	53.70%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4201 - BOONEVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	59.75%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	18.56%	N
Proficiency Rate: Mathematics	42.56%	44.62%	33.67%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.07% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	55.25%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	7.73%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4202 - MAGAZINE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	85.71%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	17.14%	N
Proficiency Rate: Mathematics	42.56%	44.62%	34.29%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.73% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	56.67%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	3.33%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4203 - PARIS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	66.67%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	10.20%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	26.79%	N
Proficiency Rate: Mathematics	42.56%	44.62%	52.24%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.27% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	74.76%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	3.88%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.97%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4204 - SCRANTON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	26.67%	N
Proficiency Rate: Mathematics	42.56%	44.62%	35.00%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	2.11% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	65.79%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	2.63%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4301 - LONOKE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	60.38%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	96.74%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	16.05%	N
Proficiency Rate: Mathematics	42.56%	44.62%	32.53%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.01% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	48.65%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	8.11%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.90%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

**2009/10 School Year**

**Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4302 - ENGLAND SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	85.21%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.55%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	19.70%	N
Proficiency Rate: Mathematics	42.56%	44.62%	28.17%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.37% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	43.61%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	87.18%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4303 - CARLISLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	87.50%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	19.15%	N
Proficiency Rate: Mathematics	42.56%	44.62%	31.25%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	4.48% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	71.58%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	6.32%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	94.34%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4304 - CABOT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	66.08%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	5.23%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	N		22.00%	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	99.12%	95.00%	99.10%	Y
Participation Rate: Math	98.88%	95.00%	97.88%	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	27.20%	38.81%	41.79%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	55.86%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	2.02% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	48.19%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	17.97%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.29%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	91.25%	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)	99.00%	100.00%	99.28%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	99.28%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4401 - HUNTSVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	89.74%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	2.34%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	40.48%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	60.98%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	48.70%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	12.17%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.87%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4501 - FLIPPIN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	40.00%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	Y		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	32.76%	N
Proficiency Rate: Mathematics	42.56%	44.62%	50.00%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	62.24%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	19.39%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	85.71%	N	91.34%	90.00%	100.00%	Y	90.32%	92.00%	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	66.74%	69.00%	75.00%	Y	57.67%	60.00%	87.50%	Y	76.23%	78.00%	87.50%	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)	84.92%	87.00%	100.00%	Y
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4502 - YELLVILLE-SUMMIT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	89.20%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	3.03%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	19.72%	N
Proficiency Rate: Mathematics	42.56%	44.62%	36.00%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.12% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	54.10%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	9.84%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	97.80%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4602 - GENOA CENTRAL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	71.43%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	22.22%	N
Proficiency Rate: Mathematics	42.56%	44.62%	40.00%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	73.77%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	4.92%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4603 - FOUKE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	72.92%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	97.26%	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	27.20%	38.81%	24.14%	N
Proficiency Rate: Mathematics	42.56%	44.62%	37.14%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	74.11%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	12.50%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.89%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4605 - TEXARKANA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	77.46%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	6.83%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	14.92%	N
Proficiency Rate: Mathematics	42.56%	44.62%	24.08%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	50.83%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	12.81%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.62%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	18.18%	Y
	b. enrolled in higher education or competitively employed	48.55%	48.55%	36.36%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	45.45%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4701 - ARMOREL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	37.50%	N
Proficiency Rate: Mathematics	42.56%	44.62%	31.25%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.22% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	87.50%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4702 - BLYTHEVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	72.61%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	7.62%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.53%	Y
Participation Rate: Math	98.88%	95.00%	99.55%	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	27.20%	38.81%	12.56%	N
Proficiency Rate: Mathematics	42.56%	44.62%	26.44%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	7.88% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	39.01%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	10.44%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	97.98%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

**2009/10 School Year**

**Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4706 - SO. MISS. COUNTY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	60.00%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	3.92%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.08%	Y
Participation Rate: Math	98.88%	95.00%	96.43%	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	27.20%	38.81%	9.80%	N
Proficiency Rate: Mathematics	42.56%	44.62%	32.69%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.13% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	58.40%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	6.40%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.80%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

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

*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4708 - GOSNELL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	69.23%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	7.81%	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	N	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	99.04%	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	27.20%	38.81%	32.93%	N
Proficiency Rate: Mathematics	42.56%	44.62%	46.74%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.73% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	49.07%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	19.25%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.24%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	97.47%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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2009/10 School Year  
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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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4712 - MANILA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	85.94%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	Y		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	24.10%	N
Proficiency Rate: Mathematics	42.56%	44.62%	39.76%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.19% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	45.20%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	11.86%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4713 - OSCEOLA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	77.42%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	96.04%	Y
Participation Rate: Math	98.88%	95.00%	95.41%	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	27.20%	38.81%	17.39%	N
Proficiency Rate: Mathematics	42.56%	44.62%	23.23%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	5.45% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	31.58%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	21.05%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	6.32%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4740 - OSCEOLA COMMUNICATION BUSINESS**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	25.00%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	75.00%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)
	<b>Early Childhood (3-5)</b>	84.92%	87.00%	--	N/A
<b>School Age (5-21)</b>	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

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

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4801 - BRINKLEY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	4.88%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	98.18%	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	27.20%	38.81%	11.76%	N
Proficiency Rate: Mathematics	42.56%	44.62%	34.00%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.63% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	33.72%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	2.33%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	6.98%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	100.00%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	100.00%	Y

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4802 - CLARENDON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	73.33%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	12.24%	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	N	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.56%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	2.50%	N
Proficiency Rate: Mathematics	42.56%	44.62%	14.29%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	2.35% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having inappropriate discipline policies, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	29.03%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	6.45%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4901 - CADDO HILLS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	94.23%	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	27.20%	38.81%	22.50%	N
Proficiency Rate: Mathematics	42.56%	44.62%	42.22%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.57% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	46.05%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	6.58%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 4902 - MOUNT IDA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	97.50%	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	27.20%	38.81%	25.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	48.65%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	81.97%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	8.20%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5006 - PRESCOTT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	88.15%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.75%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	23.61%	N
Proficiency Rate: Mathematics	42.56%	44.62%	24.66%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.19% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	56.59%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	3.10%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5008 - NEVADA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	69.44%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	95.45%	Y
Participation Rate: Math	98.88%	95.00%	93.33%	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	27.20%	38.81%	26.32%	N
Proficiency Rate: Mathematics	42.56%	44.62%	34.62%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	58.14%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	11.63%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5102 - JASPER SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	96.97%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	24.59%	N
Proficiency Rate: Mathematics	42.56%	44.62%	33.90%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	81.48%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.96%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	91.18%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5106 - DEER/MT. JUDEA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	18.75%	N
Proficiency Rate: Mathematics	42.56%	44.62%	19.44%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.26% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	63.49%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.59%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5201 - BEARDEN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	4.55%	N
Proficiency Rate: Mathematics	42.56%	44.62%	16.67%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.73% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	73.58%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	9.43%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	100.00%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	100.00%	Y

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5204 - CAMDEN FAIRVIEW SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	74.29%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	25.66%	N
Proficiency Rate: Mathematics	42.56%	44.62%	44.54%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.12% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	51.45%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	14.52%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.41%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	88.04%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5205 - HARMONY GROVE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	31.58%	N
Proficiency Rate: Mathematics	42.56%	44.62%	35.00%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.38% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	91.40%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	1.08%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	86.30%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	0.00%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	0.00%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5206 - STEPHENS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	92.59%	N
Participation Rate: Math	98.88%	95.00%	87.50%	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	27.20%	38.81%	4.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	8.33%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	86.36%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5220 - SOUTH CENTRAL SERVICE CO-OP**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

**Note:** -- denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	--	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	88.51%	N	91.34%	90.00%	89.38%	N	90.32%	92.00%	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	66.74%	69.00%	84.21%	Y	57.67%	60.00%	66.17%	Y	76.23%	78.00%	90.98%	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)	84.92%	87.00%	87.20%	Y
School Age (5-21)	93.56%	95.00%	--	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5301 - EAST END SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.52%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.21%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	22.64%	N
Proficiency Rate: Mathematics	42.56%	44.62%	38.98%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.34% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	50.42%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	7.56%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	80.95%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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2009/10 School Year  
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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5303 - PERRYVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	78.88%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.19%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.53%	Y
Participation Rate: Math	98.88%	95.00%	96.43%	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	27.20%	38.81%	17.57%	N
Proficiency Rate: Mathematics	42.56%	44.62%	35.53%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.55% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	33.86%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	11.81%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	25.00%	Y
	b. enrolled in higher education or competitively employed	48.55%	48.55%	75.00%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	87.50%	Y

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5401 - BARTON-LEXA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	87.50%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	15.38%	N
Proficiency Rate: Mathematics	42.56%	44.62%	33.33%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-1.29% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	31.25%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	7.50%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5403 - HELENA/W.HELENA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	64.56%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	98.68%	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	27.20%	38.81%	19.38%	N
Proficiency Rate: Mathematics	42.56%	44.62%	24.46%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.87% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	46.46%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	21.26%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	14.29%	Y
	b. enrolled in higher education or competitively employed	48.55%	48.55%	28.57%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	28.57%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5404 - MARVELL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	72.66%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	13.46%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	7.32%	N
Proficiency Rate: Mathematics	42.56%	44.62%	15.00%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-1.27% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	21.92%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.37%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5420 - GREAT RIVERS CO-OP**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

**Note:** -- denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	--	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	96.91%	Y	91.34%	90.00%	96.97%	Y	90.32%	92.00%	96.13%	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	66.74%	69.00%	73.91%	Y	57.67%	60.00%	65.22%	Y	76.23%	78.00%	88.54%	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)	84.92%	87.00%	50.00%	N
School Age (5-21)	93.56%	95.00%	--	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)	99.00%	100.00%	99.85%	N
	Early Childhood (3-5)	99.49%	100.00%	99.85%	N
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5440 - KIPP: DELTA COLLEGE PREP SCHOOL**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	93.75%	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	27.20%	38.81%	11.11%	N
Proficiency Rate: Mathematics	42.56%	44.62%	40.00%	N

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	72.22%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

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

*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5501 - DELIGHT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	37.50%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	15.38%	N
Proficiency Rate: Mathematics	42.56%	44.62%	31.25%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.30% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	68.00%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	12.00%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5502 - CENTERPOINT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	19.23%	N
Proficiency Rate: Mathematics	42.56%	44.62%	36.67%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.39% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	47.75%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	6.31%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5503 - KIRBY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	4.35%	N
Proficiency Rate: Mathematics	42.56%	44.62%	11.54%	N

**Note:** -- denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.22% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	4.55%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):  a. enrolled in higher education  b. enrolled in higher education or competitively employed  c. enrolled (higher education or other) or employed (competitive or other)	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.86%	12.86%	--	N/A
	48.55%	48.55%	--	N/A
	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5504 - SOUTH PIKE COUNTY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	55.31%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	7.32%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	98.00%	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	27.20%	38.81%	30.95%	N
Proficiency Rate: Mathematics	42.56%	44.62%	40.43%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.39% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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2009/10 School Year  
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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5602 - HARRISBURG SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.19%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	15.71%	N
Proficiency Rate: Mathematics	42.56%	44.62%	46.15%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.44% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	33.33%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	98.44%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	50.00%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	50.00%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5604 - MARKED TREE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	87.50%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	15.69%	N
Proficiency Rate: Mathematics	42.56%	44.62%	26.42%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.32% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	30.77%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	26.37%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5605 - TRUMANN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	61.24%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	9.60%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	21.93%	N
Proficiency Rate: Mathematics	42.56%	44.62%	44.92%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.17% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	69.71%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	6.64%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	98.84%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5607 - WEINER SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	36.84%	N
Proficiency Rate: Mathematics	42.56%	44.62%	63.64%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.89% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	38.24%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	5.88%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5608 - EAST POINSETT CO. SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	77.56%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	11.48%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	N		22.00%	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	99.12%	95.00%	97.06%	Y
Participation Rate: Math	98.88%	95.00%	97.53%	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	27.20%	38.81%	19.67%	N
Proficiency Rate: Mathematics	42.56%	44.62%	36.49%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.47% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	46.62%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	10.53%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5620 - CROWLEY'S RIDGE EDUCATIONAL CO-OP**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	--	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	98.44%	Y	91.34%	90.00%	97.78%	Y	90.32%	92.00%	96.61%	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	66.74%	69.00%	48.00%	N	57.67%	60.00%	40.67%	N	76.23%	78.00%	63.33%	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)	84.92%	87.00%	82.50%	N
School Age (5-21)	93.56%	95.00%	--	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5703 - MENA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	90.43%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.12%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.12%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	21.70%	N
Proficiency Rate: Mathematics	42.56%	44.62%	49.58%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.60% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	78.05%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	14.63%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	97.67%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5704 - VAN COVE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	50.00%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	19.05%	N
Proficiency Rate: Mathematics	42.56%	44.62%	51.72%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	40.00%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	2.22%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5705 - WICKES SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	Y
Literacy	Y		20.00%	Y
Mathematics	Y		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	28.26%	N
Proficiency Rate: Mathematics	42.56%	44.62%	48.84%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	56.94%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5706 - OUACHITA RIVER SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	92.86%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	22.50%	N
Proficiency Rate: Mathematics	42.56%	44.62%	47.50%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.28% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	71.23%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	2.74%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.37%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5801 - ATKINS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	87.50%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	29.03%	N
Proficiency Rate: Mathematics	42.56%	44.62%	29.49%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	41.94%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	16.13%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	50.00%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	50.00%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
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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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5802 - DOVER SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.95%	Y
Participation Rate: Math	98.88%	95.00%	99.07%	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	27.20%	38.81%	36.78%	N
Proficiency Rate: Mathematics	42.56%	44.62%	52.04%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.24% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	66.05%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	19.14%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	96.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5803 - HECTOR SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	41.03%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	47.37%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	45.07%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	22.54%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

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

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5804 - POTTSVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	84.62%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	46.81%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	68.52%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.12% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	68.29%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	10.57%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5805 - RUSSELLVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	87.06%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.83%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.65%	Y
Participation Rate: Math	98.88%	95.00%	99.68%	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	27.20%	38.81%	36.08%	N
Proficiency Rate: Mathematics	42.56%	44.62%	53.45%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.06% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	61.02%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	18.08%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	90.56%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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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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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5901 - DES ARC SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	70.13%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	21.05%	N
Proficiency Rate: Mathematics	42.56%	44.62%	41.86%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.21% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	52.70%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	2.70%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	6.76%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 5903 - HAZEN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	77.78%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.30%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	16.13%	N
Proficiency Rate: Mathematics	42.56%	44.62%	22.58%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.65% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	56.92%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	3.08%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	4.62%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6001 - LITTLE ROCK SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	88.21%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	2.47%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	N		22.00%	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	99.12%	95.00%	98.84%	Y
Participation Rate: Math	98.88%	95.00%	98.10%	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	27.20%	38.81%	20.75%	N
Proficiency Rate: Mathematics	42.56%	44.62%	26.39%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.29% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	49.90%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	15.43%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	6.76%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	81.51%	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)	99.00%	100.00%	92.52%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	92.50%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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%	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**

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6002 - N. LITTLE ROCK SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	10.74%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	N		22.00%	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	99.12%	95.00%	98.72%	Y
Participation Rate: Math	98.88%	95.00%	97.36%	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	27.20%	38.81%	18.16%	N
Proficiency Rate: Mathematics	42.56%	44.62%	25.41%	N

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.03% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	55.78%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	16.10%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.29%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	88.21%	N	91.34%	90.00%	90.71%	Y	90.32%	92.00%	88.78%	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	66.74%	69.00%	69.21%	Y	57.67%	60.00%	56.13%	N	76.23%	78.00%	86.38%	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)	84.92%	87.00%	0.00%	N
	School Age (5-21)	93.56%	95.00%	89.62%	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)	99.00%	100.00%	98.31%	N
	Early Childhood (3-5)	99.49%	100.00%	99.53%	N
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	16.00%	Y
	b. enrolled in higher education or competitively employed	48.55%	48.55%	64.00%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	72.00%	Y

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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%	Y
	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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6003 - PULASKI CO. SPEC. SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	81.74%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	3.76%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	N		22.00%	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	99.12%	95.00%	98.14%	Y
Participation Rate: Math	98.88%	95.00%	96.54%	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	27.20%	38.81%	20.64%	N
Proficiency Rate: Mathematics	42.56%	44.62%	31.45%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.70% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	53.84%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	6.21%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	75.76%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6040 - ACADEMICS PLUS CHARTER SCHOOL**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	41.67%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	35.71%	N

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):  a. enrolled in higher education  b. enrolled in higher education or competitively employed  c. enrolled (higher education or other) or employed (competitive or other)	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.86%	12.86%	--	N/A
	48.55%	48.55%	--	N/A
	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

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

*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6041 - LISA ACADEMY CHARTER SCHOOL**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	60.00%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	66.67%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.23% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

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

*2009/10 School Year*

*Publication Date: May 2011*

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6042 - DREAMLAND ACADEMY CHARTER SCHOOL**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	0.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	11.11%	N

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	5.88%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	58.82%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	--	N/A
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6043 - ARKANSAS VIRTUAL CHARTER SCHOOL**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	33.33%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	96.97%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	11.11%	N
Proficiency Rate: Mathematics	42.56%	44.62%	22.22%	N

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	97.62%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6044 - Covenant Keepers**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	90.91%	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	27.20%	38.81%	0.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	10.00%	N

**Note:** -- denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	53.33%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	20.00%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline policies, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline policies, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

LEA: 6045 - eSTEM Elementary Charter Public School

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	50.00%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	75.00%	Y

Note: -- denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-1.12% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

LEA: 6046 - eSTEM Middle Charter Public School

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	33.33%	N
Proficiency Rate: Mathematics	42.56%	44.62%	10.00%	N

Note: -- denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-2.28% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6047 - eSTEM High Charter Public School**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	100.00%	Y

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	--	N/A
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

LEA: 6048 - Lisa Academy NLR

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	0.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	50.00%	Y

Note: -- denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.34% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	70.00%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	83.33%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6050 - JACKSONVILLE LIGHT HOUSE CHARTER SCHOOL**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	93.75%	N
Participation Rate: Math	98.88%	95.00%	93.75%	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	27.20%	38.81%	28.57%	N
Proficiency Rate: Mathematics	42.56%	44.62%	35.71%	N

**Note:** -- denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	47.83%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)
	<b>Early Childhood (3-5)</b>		84.92%	87.00%	--
<b>School Age (5-21)</b>		93.56%	95.00%	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%

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

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, 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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	75.00%	N
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):  a. enrolled in higher education  b. enrolled in higher education or competitively employed  c. enrolled (higher education or other) or employed (competitive or other)	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.86%	12.86%	--	N/A
	48.55%	48.55%	--	N/A
	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6091 - AR SCHOOL FOR THE BLIND**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	97.83%	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	27.20%	38.81%	43.90%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	39.53%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	0.00%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	100.00%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	83.33%	N	91.34%	90.00%	66.67%	N	90.32%	92.00%	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	66.74%	69.00%	28.57%	N	57.67%	60.00%	42.86%	N	76.23%	78.00%	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)	84.92%	87.00%	87.50%	Y
	School Age (5-21)	93.56%	95.00%	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%	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)	99.00%	100.00%	--	N/A
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6092 - AR SCHOOL FOR THE DEAF**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	N		22.00%	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	99.12%	95.00%	96.36%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	11.76%	N
Proficiency Rate: Mathematics	42.56%	44.62%	14.29%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	0.00%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	100.00%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	50.00%	N
School Age (5-21)	93.56%	95.00%	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%	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)	99.00%	100.00%	--	N/A
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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%	Y
	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6102 - MAYNARD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	12.82%	N
Proficiency Rate: Mathematics	42.56%	44.62%	32.56%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	48.00%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	--	N/A
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6103 - POCAHONTAS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	94.44%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	47.06%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	62.28%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	65.79%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	11.40%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	40.00%	N	91.34%	90.00%	93.94%	Y	90.32%	92.00%	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	66.74%	69.00%	90.91%	Y	57.67%	60.00%	90.91%	Y	76.23%	78.00%	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)	84.92%	87.00%	100.00%	Y
	School Age (5-21)	93.56%	95.00%	98.82%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6201 - FORREST CITY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	67.45%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	5.41%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	99.62%	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	27.20%	38.81%	11.57%	N
Proficiency Rate: Mathematics	42.56%	44.62%	21.31%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.88% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	64.13%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	10.81%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.19%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	85.19%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	85.19%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6202 - HUGHES SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	63.64%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	93.94%	N
Participation Rate: Math	98.88%	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	27.20%	38.81%	4.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	20.00%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.89% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	29.82%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6205 - PALESTINE-WHEATLEY SCH. DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	66.67%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	7.69%	N
Proficiency Rate: Mathematics	42.56%	44.62%	15.79%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.47% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	36.67%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	3.33%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.33%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6301 - BAUXITE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.72%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	14.08%	N
Proficiency Rate: Mathematics	42.56%	44.62%	40.85%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.21% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	58.40%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	8.80%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6302 - BENTON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	68.77%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	6.97%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.61%	Y
Participation Rate: Math	98.88%	95.00%	99.64%	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	27.20%	38.81%	46.09%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	61.98%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.40% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	53.89%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	10.66%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	94.32%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6303 - BRYANT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	86.02%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	3.65%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	N		22.00%	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	99.12%	95.00%	98.33%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	34.89%	N
Proficiency Rate: Mathematics	42.56%	44.62%	53.72%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.85% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	51.77%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	16.70%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	4.87%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	18.75%	Y
	b. enrolled in higher education or competitively employed	48.55%	48.55%	62.50%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	81.25%	Y

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6304 - HARMONY GROVE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	50.00%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	9.68%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	98.68%	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	27.20%	38.81%	9.84%	N
Proficiency Rate: Mathematics	42.56%	44.62%	28.17%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	51.59%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	5.56%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.79%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6401 - WALDRON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	83.33%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	19.42%	N
Proficiency Rate: Mathematics	42.56%	44.62%	37.40%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.18% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	66.11%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	15.00%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6502 - SEARCY COUNTY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	73.33%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.08%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	29.17%	N
Proficiency Rate: Mathematics	42.56%	44.62%	46.77%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.28% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.72%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	100.00%	Y	91.34%	90.00%	81.82%	N	90.32%	92.00%	81.82%	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	66.74%	69.00%	76.47%	Y	57.67%	60.00%	70.59%	Y	76.23%	78.00%	76.47%	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)	84.92%	87.00%	94.74%	Y
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	50.00%	N

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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%	Y
	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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DISTRICT ANNUAL PERFORMANCE REPORT  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6505 - OZARK MOUNTAIN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	78.57%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	17.86%	N
Proficiency Rate: Mathematics	42.56%	44.62%	43.28%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.14% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	53.64%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	2.73%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6601 - FORT SMITH SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	77.03%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	3.77%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	N		22.00%	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	99.12%	95.00%	99.24%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	25.87%	N
Proficiency Rate: Mathematics	42.56%	44.62%	35.11%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.66% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	56.48%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	22.00%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.68%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	88.52%	N	91.34%	90.00%	95.59%	Y	90.32%	92.00%	94.23%	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	66.74%	69.00%	72.29%	Y	57.67%	60.00%	68.67%	Y	76.23%	78.00%	78.31%	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)	84.92%	87.00%	100.00%	Y
School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	98.15%	N
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	100.00%	96.89%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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DISTRICT ANNUAL PERFORMANCE REPORT  
2009/10 School Year  
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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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6602 - GREENWOOD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	90.41%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	2.20%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.57%	Y
Participation Rate: Math	98.88%	95.00%	99.60%	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	27.20%	38.81%	45.29%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	61.34%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.18% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	75.12%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	6.40%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	86.43%	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)	99.00%	100.00%	98.11%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	98.11%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6603 - HACKETT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.08%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	25.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	33.33%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.48% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	55.41%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	9.46%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6604 - HARTFORD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	33.33%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	10.34%	N
Proficiency Rate: Mathematics	42.56%	44.62%	10.71%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	4.14% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	48.08%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	15.38%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.92%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6605 - LAVACA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	84.62%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.22%	Y
Participation Rate: Math	98.88%	95.00%	97.96%	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	27.20%	38.81%	20.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	27.91%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.57% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	56.18%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	7.87%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	92.31%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6606 - MANSFIELD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	20.75%	N
Proficiency Rate: Mathematics	42.56%	44.62%	27.12%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.33% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	64.42%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	5.77%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6701 - DEQUEEN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	87.39%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.75%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	99.04%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	28.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	45.92%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.27% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	43.33%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.95%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	97.22%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	25.00%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	50.00%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6703 - HORATIO SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	93.33%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.08%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	14.89%	N
Proficiency Rate: Mathematics	42.56%	44.62%	25.53%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	55.43%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	1.09%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

LEA: 6720 - DEQUEEN/MENA EDUCATIONAL CO-OP

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

Note: -- denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	--	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	98.28%	Y	91.34%	90.00%	97.73%	Y	90.32%	92.00%	98.26%	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	66.74%	69.00%	80.14%	Y	57.67%	60.00%	66.67%	Y	76.23%	78.00%	90.07%	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)	84.92%	87.00%	92.08%	Y
School Age (5-21)	93.56%	95.00%	--	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6802 - CAVE CITY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.73%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	32.39%	N
Proficiency Rate: Mathematics	42.56%	44.62%	47.44%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.37% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	55.03%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	9.40%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.68%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	99.14%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6804 - HIGHLAND SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	86.84%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.75%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.77%	Y
Participation Rate: Math	98.88%	95.00%	98.78%	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	27.20%	38.81%	12.50%	N
Proficiency Rate: Mathematics	42.56%	44.62%	40.00%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.13% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.60%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	66.67%	N

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6806 - TWIN RIVERS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	4.65%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	90.32%	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	27.20%	38.81%	19.23%	N
Proficiency Rate: Mathematics	42.56%	44.62%	29.63%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.76% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	66.18%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	4.41%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	5.88%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	85.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 6901 - MOUNTAIN VIEW SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	94.44%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	98.00%	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	27.20%	38.81%	31.11%	N
Proficiency Rate: Mathematics	42.56%	44.62%	42.11%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	63.02%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	18.75%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	97.54%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7001 - EL DORADO SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	92.11%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.19%	Y
Participation Rate: Math	98.88%	95.00%	97.59%	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	27.20%	38.81%	31.17%	N
Proficiency Rate: Mathematics	42.56%	44.62%	49.35%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-2.45% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	74.11%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	17.15%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	0.32%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	85.93%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7003 - JUNCTION CITY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	96.43%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	33.33%	N
Proficiency Rate: Mathematics	42.56%	44.62%	50.00%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.17% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	78.18%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	3.64%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7006 - NORPHLET SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	27.59%	N
Proficiency Rate: Mathematics	42.56%	44.62%	29.03%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.22% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	86.96%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7007 - PARKERS CHAPEL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	83.33%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	38.89%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	57.14%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	59.38%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	1.56%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	25.00%	Y
	b. enrolled in higher education or competitively employed	48.55%	48.55%	100.00%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	100.00%	Y

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7008 - SMACKOVER SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.67%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	21.43%	N
Proficiency Rate: Mathematics	42.56%	44.62%	30.43%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.23% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	56.94%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	5.56%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	20.00%	Y
	b. enrolled in higher education or competitively employed	48.55%	48.55%	40.00%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	80.00%	Y

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7009 - STRONG-HUTTIG SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	95.83%	Y
Participation Rate: Math	98.88%	95.00%	96.88%	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	27.20%	38.81%	8.70%	N
Proficiency Rate: Mathematics	42.56%	44.62%	16.13%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.93% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	73.21%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7102 - CLINTON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	72.53%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	31.71%	N
Proficiency Rate: Mathematics	42.56%	44.62%	57.50%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.34% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	41.88%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	7.85%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7104 - SHIRLEY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	80.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	7.50%	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		16.95%	13.64%	N/A
Literacy			20.00%	N/A
Mathematics			22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	29.27%	N
Proficiency Rate: Mathematics	42.56%	44.62%	23.81%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.39% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	59.52%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.38%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	50.00%	Y
	b. enrolled in higher education or competitively employed	48.55%	48.55%	50.00%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	50.00%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7105 - SOUTH SIDE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	75.00%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	23.08%	N
Proficiency Rate: Mathematics	42.56%	44.62%	20.59%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	2.99%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	50.00%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	50.00%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

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**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7201 - ELKINS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	85.71%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	Y		22.00%	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	99.12%	95.00%	98.97%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	25.00%	N
Proficiency Rate: Mathematics	42.56%	44.62%	43.30%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.62% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	50.34%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	12.08%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.68%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	98.48%	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)	99.00%	100.00%	93.75%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7202 - FARMINGTON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	88.46%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	4.59%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	32.85%	N
Proficiency Rate: Mathematics	42.56%	44.62%	58.44%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.27% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	58.47%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	5.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.54%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	96.05%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	12.50%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	37.50%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7203 - FAYETTEVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	54.10%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	4.59%	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	Y	16.95%	13.64%	N
Literacy	Y		20.00%	N
Mathematics	Y		22.00%	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	99.12%	95.00%	99.45%	Y
Participation Rate: Math	98.88%	95.00%	99.31%	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	27.20%	38.81%	39.57%	Y
Proficiency Rate: Mathematics	42.56%	44.62%	55.41%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.22% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	66.84%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	7.10%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.86%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	87.02%	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)	99.00%	100.00%	99.48%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	99.48%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7204 - GREENLAND SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	91.67%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	19.15%	N
Proficiency Rate: Mathematics	42.56%	44.62%	31.48%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.12% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	48.96%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	4.17%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7205 - LINCOLN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	87.50%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.19%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	13.33%	N
Proficiency Rate: Mathematics	42.56%	44.62%	31.63%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	50.29%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	7.43%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.43%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	96.91%	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)	99.00%	100.00%	93.75%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	16.67%	Y
	b. enrolled in higher education or competitively employed	48.55%	48.55%	33.33%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	50.00%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7206 - PRAIRIE GROVE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	95.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.32%	Y
Participation Rate: Math	98.88%	95.00%	98.40%	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	27.20%	38.81%	36.46%	N
Proficiency Rate: Mathematics	42.56%	44.62%	60.00%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	53.09%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	4.12%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.61%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	95.71%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7207 - SPRINGDALE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	86.72%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.77%	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	16.95%	13.64%	N
Literacy	N		20.00%	N
Mathematics	N		22.00%	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	99.12%	95.00%	98.51%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	36.05%	N
Proficiency Rate: Mathematics	42.56%	44.62%	48.27%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	54.60%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	14.34%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	5.67%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	99.03%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	99.03%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7208 - WEST FORK SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	26.25%	N
Proficiency Rate: Mathematics	42.56%	44.62%	45.12%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	66.67%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	6.06%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	95.59%	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)	99.00%	100.00%	94.44%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	94.44%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7221 - NORTHWEST ARKANSAS EDUCATION SERVICE CENTER**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

**Note:** -- denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	--	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	75.00%	N	91.34%	90.00%	87.23%	N	90.32%	92.00%	65.52%	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	66.74%	69.00%	77.66%	Y	57.67%	60.00%	43.65%	N	76.23%	78.00%	85.79%	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)	84.92%	87.00%	73.33%	N
School Age (5-21)	93.56%	95.00%	--	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)	99.00%	100.00%	99.76%	N
	Early Childhood (3-5)	99.49%	100.00%	99.76%	N
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7301 - BALD KNOB SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	81.20%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	4.60%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.78%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	27.27%	N
Proficiency Rate: Mathematics	42.56%	44.62%	44.30%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.22% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	52.87%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	19.11%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.82%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7302 - BEEBE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	78.73%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	4.90%	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	Y	16.95%	13.64%	Y
Literacy	Y		20.00%	Y
Mathematics	Y		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	99.64%	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	27.20%	38.81%	29.11%	N
Proficiency Rate: Mathematics	42.56%	44.62%	44.23%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.68% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	53.92%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.96%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	19.23%	Y
	b. enrolled in higher education or competitively employed	48.55%	48.55%	53.85%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	61.54%	Y

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7303 - BRADFORD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	33.33%	N
Proficiency Rate: Mathematics	42.56%	44.62%	44.00%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	12.73%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7304 - WHITE CO. CENTRAL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	29.63%	N
Proficiency Rate: Mathematics	42.56%	44.62%	38.71%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.85% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	55.93%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	8.47%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.69%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	92.59%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7307 - RIVERVIEW SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	98.00%	Y
Participation Rate: Math	98.88%	95.00%	99.00%	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	27.20%	38.81%	26.44%	N
Proficiency Rate: Mathematics	42.56%	44.62%	34.09%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.87% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	52.87%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	9.77%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	2.87%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	92.50%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	0.00%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	0.00%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7309 - PANGBURN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	97.67%	Y
Participation Rate: Math	98.88%	95.00%	95.83%	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	27.20%	38.81%	28.95%	N
Proficiency Rate: Mathematics	42.56%	44.62%	48.78%	Y

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.13% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	61.04%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	6.49%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7310 - ROSE BUD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	90.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	24.07%	N
Proficiency Rate: Mathematics	42.56%	44.62%	30.88%	N

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	50.50%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	100.00%	Y

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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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**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7311 - SEARCY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	79.97%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	1.95%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	37.13%	N
Proficiency Rate: Mathematics	42.56%	44.62%	56.80%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	37.19%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	32.23%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	4.96%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	98.04%	N
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	100.00%	98.04%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

LEA: 7320 - WILBUR D. MILLS EDUCATION SERVICE CO-OP

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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	16.95%	13.64%	N/A
Literacy	N/A		20.00%	N/A
Mathematics	N/A		22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	--	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	72.13%	N	91.34%	90.00%	85.71%	N	90.32%	92.00%	86.41%	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	66.74%	69.00%	60.77%	N	57.67%	60.00%	74.03%	Y	76.23%	78.00%	76.80%	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)	84.92%	87.00%	76.60%	N
School Age (5-21)	93.56%	95.00%	--	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)	99.00%	100.00%	99.75%	N
	Early Childhood (3-5)	99.49%	100.00%	99.75%	N
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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**

*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7401 - AUGUSTA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	43.75%	N

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	83.67%	N
Participation Rate: Math	98.88%	95.00%	94.23%	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	27.20%	38.81%	10.53%	N
Proficiency Rate: Mathematics	42.56%	44.62%	32.61%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	1.04% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	57.78%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	14.44%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.11%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	0.00%	N
School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	93.75%	N
	Early Childhood (3-5)	99.49%	100.00%	90.91%	N
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	50.00%	N

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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%	N

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

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2009/10 School Year  
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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7403 - MCCRORY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	87.50%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	3.92%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	98.36%	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	27.20%	38.81%	21.15%	N
Proficiency Rate: Mathematics	42.56%	44.62%	43.86%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	40.59%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	9.90%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.00%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.49%	100.00%	--	N/A
	<b>School Age (5-21)</b>	98.47%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.14%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	96.34%	100.00%	0.00%	N

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	N
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	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  
2009/10 School Year  
Publication Date: May 2011**

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:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7503 - DANVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	100.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	24.56%	N
Proficiency Rate: Mathematics	42.56%	44.62%	45.71%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	59.29%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	12.39%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	3.54%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	35.71%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7504 - DARDANELLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	85.91%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	95.00%	99.31%	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	27.20%	38.81%	34.13%	N
Proficiency Rate: Mathematics	42.56%	44.62%	60.00%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	-0.56% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	46.97%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	18.18%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	1.52%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
School Age (5-21)	93.56%	95.00%	78.07%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	12.50%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	62.50%	Y
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	75.00%	Y

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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  
2009/10 School Year  
Publication Date: May 2011**

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7509 - WESTERN YELL CO. SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	83.33%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	27.27%	N
Proficiency Rate: Mathematics	42.56%	44.62%	39.58%	N

**Note: - - denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.24	0.15% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	40.48%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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2009/10 School Year  
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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 7510 - TWO RIVERS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	95.00%	Y

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	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	16.95%	13.64%	N/A
Literacy	N		20.00%	N/A
Mathematics	N		22.00%	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	99.12%	95.00%	100.00%	Y
Participation Rate: Math	98.88%	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	27.20%	38.81%	25.35%	N
Proficiency Rate: Mathematics	42.56%	44.62%	50.00%	Y

**Note:** - - denotes not applicable

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	50.33%	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	6.62%	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	--	N/A	91.34%	90.00%	--	N/A	90.32%	92.00%	--	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	66.74%	69.00%	--	N/A	57.67%	60.00%	--	N/A	76.23%	78.00%	--	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)	84.92%	87.00%	--	N/A
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.49%	100.00%	--	N/A
	School Age (5-21)	98.47%	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)
	99.14%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	0.00%	N
	b. enrolled in higher education or competitively employed	48.55%	48.55%	33.33%	N
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	33.33%	N

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate 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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*2009/10 School Year*

*Publication Date: May 2011*

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**Report Changes:** In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

**Indicator 4B - Disproportionality in Discipline:** The Indicator 4B measurement was changed to reflect inappropriate discipline polices, procedures, and practices which led to the disproportionate representation in discipline. Districts with over- or under-representation were required to complete a self-assessment on its discipline polices, procedures, and practices. **This is a Compliance Indicator.**

**Indicator 13 - Secondary Transition:** The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

**Indicator 14 - Post-School Outcomes:** The Indicator 14 measurement was changed to capture more discrete information. The data collection is a sample of LEAs as outlined in the State Performance Plan.

**LEA: 9150 - DHS: DIVISION of DEVELOPMENTAL DISABILITIES SERVICES**

**Indicator 01: Graduation Rates (2008/09 school year)**

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	81.42%	77.00%	--	N/A

**Indicator 02: Dropout Rates (2008/09 school year)**

Percentage of CWD, grades 7-12, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.66%	4.25%	--	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		16.95%	13.64%	N/A
Literacy			20.00%	N/A
Mathematics			22.00%	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	99.12%	95.00%	--	N/A
Participation Rate: Math	98.88%	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	27.20%	38.81%	--	N/A
Proficiency Rate: Mathematics	42.56%	44.62%	--	N/A

**Note: -- denotes not applicable**

**Indicator 04: Out-of-School Suspensions and Expulsions (2008/09 school year)**

**A) Suspension/Expulsion**

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

**B) Suspension/Expulsion by Race and Ethnicity**

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate representation in discipline.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0%	0%	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	53.10%	56.93%	--	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 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	12.49%	12.51%	--	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	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.82%	2.56%	100.00%	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.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	This indicator is not being reported at this time .			

**Indicator 07: Preschool (3-5) Outcomes**

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.68%	90.00%	88.38%	N	91.34%	90.00%	88.03%	N	90.32%	92.00%	89.43%	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	66.74%	69.00%	38.39%	N	57.67%	60.00%	35.70%	N	76.23%	78.00%	48.71%	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)	84.92%	87.00%	79.59%	N
	School Age (5-21)	93.56%	95.00%	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)	99.00%	100.00%	98.16%	N
	Early Childhood (3-5)	99.49%	100.00%	98.16%	N
	School Age (5-21)	98.47%	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)
	99.14%	100.00%	99.44%	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)
	96.34%	100.00%	--	N/A

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

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs who are no longer in secondary school and who have been (within one year of leaving high school):	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
	a. enrolled in higher education	12.86%	12.86%	--	N/A
	b. enrolled in higher education or competitively employed	48.55%	48.55%	--	N/A
	c. enrolled (higher education or other) or employed (competitive or other)	59.34%	59.34%	--	N/A

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

**Indicator 20: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made 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.