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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	63.91%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	90.57%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 3 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 4 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	47.86%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi		al -Emotio	onal		Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	83.33%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	88.00%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 7 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 8 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 0201 - CROSSETT SCHOOL DISTRICT

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

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

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	B) Acquisition and Use of C) Use of Appropriate Behavi to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	91.18%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 12 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	78.70%	Y

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

Percentage of CWD, grades 7-12,	·		LEA Rate	Target Met by LEA (Y/N)	
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met	
	Rate	Target	Rate	by LEA(Y/N)	
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by		
	Rate	Target	Rate	LEA(Y/N)		
typically developing peers.	This	indicator is not being reported at this time.				

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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

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

Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Indicator 4B - Disproportionality in Discipline: The Indicator 4B measurement was changed to reflect innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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
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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	5.00%	Y

C) Other Settings outside the regular class

	, 8	,			
I	Percent of CWD with IEPs served	State	State	LEA	Target Met
l	in public or private separate	Rate	Target	Rate	by LEA(Y/N)
	schools, residential placements, or homebound/hospital	2.82%	2.56%	0.00%	Y
- 1			ı	I	

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

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

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

Note: - - denotes not applicable

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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			viors						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
01 00 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	83.57%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 21 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **						viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 23 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	B, and Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 24 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	85.71%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 25 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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,	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)				
typically developing peers.	This	This indicator is not being reported at this						
		time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 27 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 28 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	78.22%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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
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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State	State	LEA	Target Met by		
	Rate	Target	Rate	LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this time .					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			, -			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	82.50%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	92.74%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 31 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	99.70%	N
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 32 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	83.33%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 33 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	3.77%	Y

C) Other Settings outside the regular class

, ,	,			
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: -- denotes not applicable Page 34 of 1108

Summary Statements	A) Posi	itive Socia Is*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs			viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	78.57%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 35 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	92.86%	N
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 36 of 1108

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

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

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.

Indicator 4B - Disproportionality in Discipline: The Indicator 4B measurement was changed to reflect innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 0403 - GENTRY SCHOOL DISTRICT

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

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

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	66.90%	Υ

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

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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,	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.15%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 39 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 40 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 0404 - GRAVETTE SCHOOL DISTRICT

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

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

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 41 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	9.29%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Be to Meet Their Needs							
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	89.38%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 43 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	96.00%	N
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 44 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	80.75%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 45 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	A) Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs						viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	94.78%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 48 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	72.98%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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
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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	96.67%	N
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 52 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	83.33%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 53 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs				' -			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 55 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	Early Childhood (3-5)	99.49%	100.00%		N/A
	School Age (5-21)	98.47%	100.00%	100.00%	Υ

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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
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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	0.00%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi	itive Socia Is*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs			viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 60 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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
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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	,			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	93.02%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 63 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 64 of 1108

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

Indicator 14 - Post-School Outcomes: The Indicator 14 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	91.67%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 65 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	65.87%	Υ

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

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	6.35%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by		
	Rate	Target	Rate	LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this time .					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Beh to Meet Their Needs				viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 67 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 68 of 1108

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

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	92.59%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 69 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	11.79%	Y

C) Other Settings outside the regular class

	, 8	,			
I	Percent of CWD with IEPs served	State	State	LEA	Target Met
ı	in public or private separate	Rate	Target	Rate	by LEA(Y/N)
	schools, residential placements, or homebound/hospital	2.82%	2.56%	3.25%	N
- 1		1	I	ı	I

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

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

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

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	100.00%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	94.51%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 71 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 72 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	57.14%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 73 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met	
	Rate	Target	Rate	by LEA(Y/N)	
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	97.22%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 75 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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)
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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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 76 of 1108

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.

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Indicator 4B - Disproportionality in Discipline: The Indicator 4B measurement was changed to reflect innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	90.91%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 77 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate to Meet Their Need			, =			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	97.92%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 79 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 80 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	85.71%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	1.79%	Y

C) Other Settings outside the regular class

7 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	A) Posi	itive Socia ls*	al -Emotic	onal B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs				I · · · -			viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	93.75%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 83 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 84 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 85 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	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%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	86.61%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%		N/A

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable Page 87 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

Note: -- denotes not applicable Page 88 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	80.00%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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
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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			, · ·			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	97.62%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%		N/A
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	62.34%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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
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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	63.97%	Υ

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

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time .					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		Cial -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			· -			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	90.00%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal		uisition au wledge ar				f Appropr et Their N		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	92.74%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	80.00%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	68.75%	Υ

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

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			· -			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	83.33%	N
of 60 days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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.

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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: 0803 - GREEN FOREST SCHOOL DISTRICT

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

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

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by			
	Rate	Target	Rate	LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this time .						

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	60.00%	N
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	75.00%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by		
	Rate	Target	Rate	LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this time.					

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	98.08%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	85.71%	N
01 00 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	63.84%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	62.50%	Υ

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

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			, -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	78.95%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	78.98%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	, , , , , , , , , , , , , , , , , , , ,			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	86.88%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%		N/A

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	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%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	1	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	-	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 ′	ositive Social -Emotional kills* B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			, -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	61.54%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%		N/A

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

Indicator 09: Disproportionality - Eligibility

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	99.81%	N
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	94.74%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	93.13%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	50.00%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behavi to Meet Their Needs			viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	98.78%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 1106 - RECTOR SCHOOL DISTRICT

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

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

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	A) Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs							viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	96.15%	N
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	80.00%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 145 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	,			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	86.58%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **						viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	92.50%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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.

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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: 1203 - QUITMAN SCHOOL DISTRICT

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

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

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 153 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Skills* C) Use of Appropriate Behavior to Meet Their Needs			, -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	90.00%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 157 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	50.00%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal		uisition ar wledge ar			1 '	f Appropr		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	95.92%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	62.50%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 165 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time .					

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			, -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	84.90%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	89.68%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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

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

Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Indicator 4B - Disproportionality in Discipline: The Indicator 4B measurement was changed to reflect innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 173 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	7.14%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by
	Rate	Target	Rate	LEA(Y/N)
typically developing peers.	This	eported at this		

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		Social -Emotional B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	94.87%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 177 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by			
	Rate	Target	Rate	LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this time .						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	91.67%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	70.94%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	58.33%	Υ

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

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal			B) Acquisition and Use of Knowledge and Skills **		C) Use of Appropriate Behav to Meet Their Needs		viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	97.44%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	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%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	-	N/A

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs			viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	93.97%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%		N/A

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	75.00%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	,			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	66.67%	Y

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

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

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

Percentage of CWD, grades 7-12.	State	State	LEA	Target Met by
	Rate	Target	Rate	LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	13.46%	N

C) Other Settings outside the regular class

, 0				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	_ ^ =		C) Use of Appropriate Behaviors to Meet Their Needs					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 200 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	91.67%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	89.13%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	81.16%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	79.07%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	9.85%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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			viors						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	86.11%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	85.39%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)				
typically developing peers.	This	This indicator is not being reported at this						
	time.							

Note: - - denotes not applicable

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Summary Statements	1 '	B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	68.18%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	90.00%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	87.50%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional Skills* B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs				, -			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	Early Childhood (3-5)	99.49%	100.00%		N/A
	School Age (5-21)	98.47%	100.00%	100.00%	Υ

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	84.00%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	10.27%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by	
	Rate	Target	Rate	LEA(Y/N)	
typically developing peers.	This indicator is not being reported at this time .				

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.97%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	Early Childhood (3-5)	99.49%	100.00%		N/A
	School Age (5-21)	98.47%	100.00%	100.00%	Υ

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	91.18%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 233 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	_	uisition ar wledge ar			1 '	f Appropret Their N		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	91.67%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	72.92%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	14.06%	N

C) Other Settings outside the regular class

, 8	,			
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			′ =			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	80.28%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time .					

Note: - - denotes not applicable

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Summary Statements	1 ′	A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	93.75%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	89.55%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	53.69%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal		uisition au wledge ar				f Appropr et Their N		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 248 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	73.00%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	16.26%	N

C) Other Settings outside the regular class

, 8	,			
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 ′	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			' -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.64%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	83.87%	N
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	71.67%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	87.80%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	97.59%	N
or oo days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	A) Posi		Social -Emotional			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	80.89%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 261 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	66.67%	Υ

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

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by	
	Rate	Target	Rate	LEA(Y/N)	
typically developing peers.	This indicator is not being reported at this time .				

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs			viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	87.39%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	90.00%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	75.00%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)				
typically developing peers.	This indicator is not being reported at this							
	time.							

Note: - - denotes not applicable

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Summary Statements	A) Posi	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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2009/10 School Year Publication Date: May 2011

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	85.21%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs			viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	98.25%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	96.15%	N
or 60 days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	84.85%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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	8		
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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	4.55%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	90.48%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	84.21%	N
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	85.56%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	,			B) Acquisition and Use of Knowledge and Skills **				1 '	f Appropr et Their N		viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	77.78%	N
of ou days.	Early Childhood (3-5)	99.49%	100.00%		N/A
	School Age (5-21)	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.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	89.16%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	97.14%	N
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

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

			•	
Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	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%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	1	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	95.05%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%		N/A

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

Indicator 09: Disproportionality - Eligibility

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	99.79%	N
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	72.13%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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	Υ	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	56.97%	Υ

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

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **			· -			viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	91.67%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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.

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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: 2303 - GREENBRIER SCHOOL DISTRICT

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

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	92.35%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This	This indicator is not being reported at this					
	time.						

Note: - - denotes not applicable

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Summary Statements		Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs							viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.83%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 2304 - GUY-PERKINS SCHOOL DISTRICT

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

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

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	76.05%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	12.71%	N

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by		
	Rate	Target	Rate	LEA(Y/N)		
typically developing peers.	This indicator is not being reported at the time.					

Note: - - denotes not applicable

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Summary Statements	A) Positive Social -Emotional Skills*			_	uisition ar wledge ar			C) Use of Appropriate Behaviors to Meet Their Needs		viors		
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	97.87%	Y

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: -- denotes not applicable Page 308 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	75.00%	N

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **						viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	93.75%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

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

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

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

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

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	82.46%	Y

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

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	94.74%	N

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

Indicator 09: Disproportionality - Eligibility

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

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

Indicator 10: Disproportionality-Child with a Disability

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

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **				f Appropr et Their N		viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	80.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Skills* C) Use of Appropriate Behavior to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review	ew		
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 323 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	90.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	4.73%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
01 00 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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.

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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: 2420 - WESTERN ARKANSAS CO-OP

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	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%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	-	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by		
	Rate	Target	Rate	LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this time .					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal		uisition ar wledge ar			1 '	f Appropret Their N		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	93.75%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%		N/A

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	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	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review		0.00%	
of policies, practices, and procedures under	0.00%		N/A
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	97.41%	N
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	N
periods.	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.

Note: -- denotes not applicable Page 332 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%		N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		al -Emotio	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs			viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	100.00%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	N
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	0.00%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	92.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	Early Childhood (3-5)	99.49%	100.00%		N/A
	School Age (5-21)	98.47%	100.00%	100.00%	Υ

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 340 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	0.00%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs			, , <u>-</u>		viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	89.29%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 343 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	71.43%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		Cial -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			, -			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	36.00%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	53.19%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 353 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	9.39%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by
	Rate	Target	Rate	LEA(Y/N)
typically developing peers.	This	eported at this		

Note: - - denotes not applicable

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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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	87.93%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
01 00 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	68.06%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)				
typically developing peers.	This	This indicator is not being reported at this						
	time.							

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional Skills* B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs						viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00% 0.00%		Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	85.55%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	88.39%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review	0.00%	0.00%	
of policies, practices, and procedures under			Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 367 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	98.67%	N
of 60 days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	98.11%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review	view		
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 372 of 1108

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 13 - Secondary Transition: The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

Indicator 14 - Post-School Outcomes: The Indicator 14 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			,
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 376 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	87.75%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	18.73%	N

C) Other Settings outside the regular class

	, 8				
ſ	Percent of CWD with IEPs served	State	State	LEA	Target Met
	in public or private separate	Rate	Target	Rate	by LEA(Y/N)
	schools, residential placements, or homebound/hospital	2.82%	2.56%	0.76%	Y
- 1					

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements					C) Use of Appropriate Behaviors to Meet Their Needs							
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	89.58%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			_
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 379 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	Early Childhood (3-5)	99.49%	100.00%		N/A
	School Age (5-21)	98.47%	100.00%	100.00%	Υ

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 384 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	79.38%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	100.00%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 387 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 388 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	94.31%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	A) Posi		al -Emotio	nal		uisition ar wledge ar				f Appropi et Their N		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	100.00%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	98.68%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 2901 - BLEVINS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	66.08%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	10.13%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Skills* C) Use of Appropriate Behavior to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review	,		
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	86.09%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 397 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	98.39%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 401 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	12.50%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal					Appropriate Behaviors t Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%		N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	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%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	1	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%		N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi		al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			I '			viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	85.20%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%		N/A

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	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	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	N/A
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	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.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	90.91%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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,	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	88.89%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 412 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	73.85%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	_	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	80.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 416 of 1108

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 13 - Secondary Transition: The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

Indicator 14 - Post-School Outcomes: The Indicator 14 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	71.30%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	62.90%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State	State	LEA	Target Met by	
	Rate	Target	Rate	LEA(Y/N)	
typically developing peers.	This indicator is not being reported at this time .				

Note: - - denotes not applicable

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Summary Statements	1 '	A) Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs						viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 3004 - MALVERN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	56.46%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 421 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	,			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	89.34%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 423 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	97.56%	N
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	66.67%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	72.50%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	5.00%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	1 ' -			1 '	C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	91.67%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 427 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 428 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 429 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		1 -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			· -			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 432 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	89.90%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 436 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	82.54%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 437 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: -- denotes not applicable

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Summary Statements	A) Posi Skil		ive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Beha to Meet Their Needs			' -		viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 439 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	95.83%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 441 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	4.82%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			I '				viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	97.17%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 443 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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,	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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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%	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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	85.29%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	84.48%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	98.04%	N
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 448 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	90.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	A) Positive Social -Emotional Skills* B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs					' -			viors		
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	100.00%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	8.57%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 ′	A) Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	Υ	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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	100.00%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.88%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 3301 - CALICO ROCK SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	0.00%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Skills*			_	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 3302 - MELBOURNE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Skills* C) Use of Appropriate Behavior to Meet Their Needs			1 ' -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.43%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 463 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			I			viors		
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	100.00%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),		0.0070	
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 468 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%		N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	99.12%	95.00%	1	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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	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%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	,			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	96.47%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%		N/A

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	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	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	N/A
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 471 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or oo days.	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	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.

Note: -- denotes not applicable Page 472 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	81.25%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 473 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **				f Appropret Their N		viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	80.00%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	94.87%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	_	B) Acquisition and Use of Knowledge and Skills **						viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	92.31%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 480 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	87.92%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	21.05%	N

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	92.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 483 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of oo days.	Early Childhood (3-5)	99.49%	100.00%		N/A
	School Age (5-21)	98.47%	100.00%	100.00%	Υ

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	68.24%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	24.60%	N

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by		
	Rate	Target	Rate	LEA(Y/N)		
typically developing peers.	This indicator is not being reported at time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			1 ' -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)	
related services that is a result of inappropriate identification (e.g.				
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y	

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	60.00%	N
or 60 days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	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.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	95.65%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 489 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	13.72%	N

C) Other Settings outside the regular class

, 0	,			
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	2.82%	2.56%	6.86%	N
or nomebound/hospital	2.02/0	2.30 /6	0.80%	1N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Skills* C) Use of Appropriate Behavior to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	75.42%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 3510 - WHITE HALL SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	39.57%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)		
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	17.29%	N

C) Other Settings outside the regular class

	, 8	,			
I	Percent of CWD with IEPs served	State	State	LEA	Target Met
ı	in public or private separate	Rate	Target	Rate	by LEA(Y/N)
	schools, residential placements, or homebound/hospital	2.82%	2.56%	3.01%	N
- 1		ı	ı	ı	I

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with	State	State	LEA	Target Met by			
	Rate	Target	Rate	LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this time .						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	89.16%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	97.44%	N
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 3520 - ARKANSAS RIVER EDUCATION SERVICE CO-OP

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	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%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	1	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	-	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Positive Social -Emotional Skills*			notional B) Acquisition and Use of C) Use of Appropriate Behaviors to Meet Their Needs			, -		viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	0.00%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%		N/A

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	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	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	N/A
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	100.00%	1	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	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	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.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	, , , , , , , , , , , , , , , , , , ,					B) Acquisition and Use of Knowledge and Skills **				f Appropr et Their N		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 503 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%		N/A
or 60 days.	Early Childhood (3-5)	99.49%	100.00%		N/A
	School Age (5-21)	98.47%	100.00%	- 1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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.

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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: 3601 - CLARKSVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	72.73%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 505 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	12.55%	N

C) Other Settings outside the regular class

7 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at thi					
	time .					

Note: - - denotes not applicable

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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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	91.03%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of or days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	90.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	16.67%	N

C) Other Settings outside the regular class

	, 8	·			
I	Percent of CWD with IEPs served	State	State	LEA	Target Met
l	in public or private separate	Rate	Target	Rate	by LEA(Y/N)
	schools, residential placements, or homebound/hospital	2.82%	2.56%	0.00%	Y
- 1			1	1	

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this time.					

Note: - - denotes not applicable

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Summary Statements	1 / 1			C) Use of Appropriate Behaviors to Meet Their Needs			viors					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	86.36%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
01 00 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 3606 - WESTSIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	80.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 513 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	A) Positive Social -Emotional Skills* B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review	w		
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
10 days in a school year as compared to the same data for all children in the district.	≤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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 520 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Positive Social -Emotional Skills*			onal	B) Acquisition and Use of Knowledge and Skills **						viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 523 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	
typically developing peers.	This indicator is not being reported at this time .				

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs							viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	91.95%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 528 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 3806 - SLOAN-HENDRIX SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	88.89%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	97.78%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	75.00%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 533 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	3.17%	Y

C) Other Settings outside the regular class

, 8	,			
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs				1 ' -			viors		
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	90.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	83.92%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **						viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	97.30%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review		0.00%	
of policies, practices, and procedures under	0.00%		Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 540 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	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%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	91.67%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%		N/A

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	N/A
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	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.

Note: -- denotes not applicable Page 543 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	N
periods.	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.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 545 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by		
	Rate	Target	Rate	LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this time.					

Note: - - denotes not applicable

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Summary Statements	A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **					f Appropr et Their N		viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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.

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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: 3904 - LEE COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	89.55%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	11.11%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements		A) Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs					· -			viors		
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review		0.00%	
of policies, practices, and procedures under	0.00%		Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	50.00%	N
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	85.71%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Statements Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	85.00%	N
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	84.62%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 557 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	_	uisition ar wledge ar			1 '	f Appropr		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	95.12%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	71.43%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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		
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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements		A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **						viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 563 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	59.75%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	85.71%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 569 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			I '					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	93.33%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	66.67%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 573 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	74.76%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of C) Use of Appropriate Behavior to Meet Their Needs						viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	97.87%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	Part B, and Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	2.63%	Υ

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by
	Rate	Target	Rate	LEA(Y/N)
typically developing peers.	This indicator is not being reported at the time .			

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 4301 - LONOKE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	60.38%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	_	uisition ar wledge ar			1 '	f Appropr		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 583 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	85.21%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	14.29%	N

C) Other Settings outside the regular class

7 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements		A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			· -				viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	87.18%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	87.50%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)	
	0%	0%	Y	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	94.34%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 592 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	66.08%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	17.97%	N

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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A) Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			viors					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	91.25%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	99.28%	N
of oo days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	89.74%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 ′	Positive Social -Emotional B) Acquisition and Use of C) Use of Appropriate Behavior to Meet Their Needs			1 ' -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 4501 - FLIPPIN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	40.00%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	62.24%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	19.39%	N

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	100.00%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	89.20%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi	itive Socia ls*	al -Emotic	onal		uisition ar wledge ar				f Appropr et Their N		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	97.80%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	71.43%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements		bills* B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs							viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	72.92%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	77.46%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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				' -			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	10.00%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 ′	A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **						viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	87.50%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 623 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	72.61%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
dropping out of school.	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" State Target for % of Districts Meeting for Reporting Purposes (Y/N) 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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	10.44%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	1 ′	A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	97.98%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 4706 - SO. MISS. COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	60.00%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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_ ′		sitive Social -Emotional ills*			B) Acquisition and Use of Knowledge and Skills **		1 '	f Appropret Their N		viors		
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	97.06%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	69.23%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 633 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Skills* C) Use of Appropriate Behaviors to Meet Their Needs			, <u>-</u>			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	97.47%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	85.94%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State State Rate 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 Page 637 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	11.86%	Y

C) Other Settings outside the regular class

	, 8	·			
I	Percent of CWD with IEPs served	State	State	LEA	Target Met
ı	in public or private separate	Rate	Target	Rate	by LEA(Y/N)
	schools, residential placements, or homebound/hospital	2.82%	2.56%	0.00%	Y
- 1			1	1	

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 640 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	77.42%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
in the regular class less				(
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **						1 '	f Appropr et Their N		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review		0.00%	
of policies, practices, and procedures under	0.00%		Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 643 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	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.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%		N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time .					

Note: - - denotes not applicable

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Summary Statements	1 ′	Positive Social -Emotional B) Acquisition and Use of Skills* C) Use of Appropriate Behaviors to Meet Their Needs			, · -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%		Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%		N/A
or 60 days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	80.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	2.33%	Y

C) Other Settings outside the regular class

, 0	,			
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	2.82%	2.56%	6.98%	N
of nonebound/nospital	2.0270	2.30 /0	0.50%	1

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	73.33%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 653 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 1.24	2.35% pts	N

B) Suspension/Expulsion by Race and Ethnicity

The percent of districts having innapropriate discipline polices, procedures, and practices which led to disproportionate respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **			-				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	6.58%	Y

C) Other Settings outside the regular class

	, ,	,			
I	Percent of CWD with IEPs served	State	State	LEA	Target Met
ı	in public or private separate	Rate	Target	Rate	by LEA(Y/N)
	schools, residential placements, or homebound/hospital	2.82%	2.56%	2.63%	N
- 1			1		

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with	State	State	LEA	Target Met by	
	Rate	Target	Rate	LEA(Y/N)	
typically developing peers.	This indicator is not being reported at this time .				

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		ve Social -Emotional * B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			,			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00% 0.00%		Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	81.97%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 5006 - PRESCOTT SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma. 81.42%	77.00%	88.15%	Y	

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **			·				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	Early Childhood (3-5)	99.49%	100.00%		N/A
	School Age (5-21)	98.47%	100.00%	100.00%	Υ

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	69.44%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	tive Social -Emotional B) Acquisition and Use of Skills ** Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs						viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	3.70%	Y

C) Other Settings outside the regular class

, 0				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by				
	Rate	Target	Rate	LEA(Y/N)				
typically developing peers.	This	This indicator is not being reported at this time .						

Note: - - denotes not applicable

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Summary Statements	1 ′	A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	91.18%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 677 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	63.49%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by	
	Rate	Target	Rate	LEA(Y/N)	
typically developing peers.	This	indicator is not being reported at this time .			

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.43%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)	
related services that is a result of inappropriate identification (e.g.				
monitoring data, review of policies,	0.00%	0.00%	Y	
practices, and procedures under 618(d), etc.).				

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review	0.00%	0.00%	
of policies, practices, and procedures under			Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 680 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	80.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	73.58%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		al -Emotic	Emotional B) Acquisition and Use of C) Use of Appropriate Behaviors to Meet Their Needs			, -			viors		
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 683 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 5204 - CAMDEN FAIRVIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	74.29%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	88.04%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Y
practices, and procedures under 618(d), etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 689 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	_	uisition ar wledge ar			1 '	f Appropr		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	86.30%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	86.36%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	2.27%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	92.31%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00% 0.00%		Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 5220 - SOUTH CENTRAL SERVICE CO-OP

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%		N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	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%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	-	N/A

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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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%	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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	87.20%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%		N/A

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	N/A
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	N/A
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	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.

Note: -- denotes not applicable Page 700 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	7.56%	Y

C) Other Settings outside the regular class

7 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements		Positive Social -Emotional B) Acquisition and Use of C) Use of Appropriate to Meet Their N										
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	80.95%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	78.88%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by	
	Rate	Target	Rate	LEA(Y/N)	
typically developing peers.	This indicator is not being reported at this time .				

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			I			viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.55%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	87.50%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 5403 - HELENA/W.HELENA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	64.56%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 713 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)				
typically developing peers.	This	This indicator is not being reported at this						
	time.							

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional Skills* B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Belton to Meet Their Needs			, =			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	72.66%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	tional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs								
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review	review		
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	art B, and Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 720 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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%	1	N/A	

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	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%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	50.00%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%		N/A

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	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	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	N/A
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 723 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	99.85%	N
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	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.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 725 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	72.22%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **							viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 727 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 728 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	37.50%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	12.00%	Y

C) Other Settings outside the regular class

	, 8	,			
I	Percent of CWD with IEPs served	State	State	LEA	Target Met
l	in public or private separate	Rate	Target	Rate	by LEA(Y/N)
	schools, residential placements, or homebound/hospital	2.82%	2.56%	0.00%	Y
- 1			ı	I	

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with	State	State	LEA	Target Met by	
	Rate	Target	Rate	LEA(Y/N)	
typically developing peers.	This indicator is not being reported at this time .				

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 732 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 733 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 736 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 5503 - KIRBY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	-	N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **						viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 740 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	55.31%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	67.86%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		ive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			, <u> </u>			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.88%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 743 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	80.19%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	98.44%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 748 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	87.50%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **		B) Acquisition and Use of Knowledge and Skills **		1 '	f Appropret Their N		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	61.24%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 ′	ositive Social -Emotional kills* B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			1 ' -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	98.84%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 757 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 760 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	77.56%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal		uisition au wledge ar				f Appropr et Their N		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.30%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 763 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%		N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 765 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	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%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	-	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 ′	A) Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	82.50%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%		N/A

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	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	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	N/A
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	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.

Note: - - denotes not applicable

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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.

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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: 5703 - MENA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	90.43%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 769 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	78.05%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met	
	Rate	Target	Rate	by LEA(Y/N)	
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	97.67%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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

Report Changes: In 2008/09 the Office of Special Education Programs at the U.S. Department of Education changed the measurement requirements on the following Indicators.

Indicators 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

Indicator 4B - Disproportionality in Discipline: The Indicator 4B measurement was changed to reflect innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	50.00%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 773 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			= = = =			viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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	Υ	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Positive Social -Emotional Skills*				_	B) Acquisition and Use of Knowledge and Skills **						viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	Early Childhood (3-5)	99.49%	100.00%		N/A
	School Age (5-21)	98.47%	100.00%	100.00%	Υ

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 5706 - OUACHITA RIVER SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	92.86%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	71.23%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 783 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	87.50%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 785 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	_	uisition ar wledge ar			1 '	f Appropr		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	95.65%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 ′	Positive Social -Emotional B) Acquisition and Use of C) Use of Appropriate Behaviors to Meet Their Needs			' -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	80.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 793 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)	
	0%	0%	Y	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	84.62%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	10.57%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	1 '	A) Positive Social -Emotional B) Skills*			B) Acquisition and Use of Knowledge and Skills **		1 '	f Appropret Their N		viors		
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	92.86%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	87.06%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	90.56%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00% 0.00%		Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	70.13%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	2.70%	Y

C) Other Settings outside the regular class

	, ,	,			
I	Percent of CWD with IEPs served	State	State	LEA	Target Met
ı	in public or private separate	Rate	Target	Rate	by LEA(Y/N)
	schools, residential placements, or homebound/hospital	2.82%	2.56%	6.76%	N
				1	

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.97%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	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.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	77.78%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	A) Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs				, -			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	88.21%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	15.43%	N

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	81.51%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	92.52%	N
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 817 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	0.00%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	89.62%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	98.31%	N
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	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.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	81.74%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 821 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	14.29%	N

C) Other Settings outside the regular class

	, ,	,			
I	Percent of CWD with IEPs served	State	State	LEA	Target Met
ı	in public or private separate	Rate	Target	Rate	by LEA(Y/N)
	schools, residential placements, or homebound/hospital	2.82%	2.56%	6.21%	N
- 1			ı	I	

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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			viors						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	75.76%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 823 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	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.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%		N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	100.00%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements		Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs				· -			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	,			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%		N/A
of 60 days.	Early Childhood (3-5)	99.49%	100.00%		N/A
	School Age (5-21)	98.47%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 832 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 6042 - DREAMLAND ACADEMY CHARTER SCHOOL

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%		N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs				, -			viors		
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%		N/A
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	A) Positive Social -Emotional B) Acquisition and Use of Skills* C) Use of Appropriate Behave to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 6044 - Covenant Keepers

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%		N/A

Indicator 02: Dropout Rates (2008/09 school year)

			•	
Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	
	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	State	State	LEA	Target Met by			
	Rate	Target	Rate	LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this time .						

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 843 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 6045 - eSTEM Elementary Charter Public School

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%		N/A

Indicator 02: Dropout Rates (2008/09 school year)

			•	
Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	_	uisition ar wledge ar			1 '	f Appropr		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%		N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	ositive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			, -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	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.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 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,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 853 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%		N/A
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%		N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	0.00%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	83.33%	N
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%		N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			· -			viors		
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			_
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	75.00%	N
of 60 days.	Early Childhood (3-5)	99.49%	100.00%		N/A
	School Age (5-21)	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	80.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	87.50%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	93.75%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	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	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	N/A
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%		N/A
of oo days.	Early Childhood (3-5)	99.49%	100.00%		N/A
	School Age (5-21)	98.47%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 868 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 869 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by		
	Rate	Target	Rate	LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this time .					

Note: - - denotes not applicable

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Summary Statements	A) Posi	itive Socia ls*	al -Emotic	B) Acquisition and U Knowledge and Sl								viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	50.00%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	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	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review		0.00%	
of policies, practices, and procedures under	0.00%		N/A
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%		N/A
of ou days.	Early Childhood (3-5)	99.49%	100.00%		N/A
	School Age (5-21)	98.47%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	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.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 6102 - MAYNARD SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	80.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by	
	Rate	Target	Rate	LEA(Y/N)	
typically developing peers.	This indicator is not being reported at this time .				

Note: - - denotes not applicable

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Summary Statements	A) Posi	itive Socia ls*	al -Emotic	onal		B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%		N/A
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	94.44%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	100.00%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	98.82%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	67.45%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		al -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			· -			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	92.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 883 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	85.19%	N
of ou days.	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	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 6202 - HUGHES SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	63.64%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	29.82%	N

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs			viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 887 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 888 of 1108

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 13 - Secondary Transition: The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

Indicator 14 - Post-School Outcomes: The Indicator 14 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	66.67%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by			
	Rate	Target	Rate	LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this time .						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	58.40%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	8.80%	Y

C) Other Settings outside the regular class

	, 8	,			
I	Percent of CWD with IEPs served	State	State	LEA	Target Met
l	in public or private separate	Rate	Target	Rate	by LEA(Y/N)
	schools, residential placements, or homebound/hospital	2.82%	2.56%	0.00%	Y
- 1			ı	I	

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with	State	State	LEA	Target Met by		
	Rate	Target	Rate	LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this time.					

Note: - - denotes not applicable

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Summary Statements	, , ,			C) Use of Appropriate Behaviors to Meet Their Needs			viors					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
01 00 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	68.77%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	tive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	94.32%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	86.02%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	16.70%	N

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	90.91%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	50.00%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		we Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behave to Meet Their Needs				, <u> </u>		viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	88.24%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	83.33%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of C) Use of Appropriate Behavior to Meet Their Needs			, <u>-</u>			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	93.18%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	73.33%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	82.76%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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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%	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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	94.74%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	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.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	78.57%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs				· -			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	95.83%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	77.03%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs			, -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	100.00%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	33.33%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	98.15%	N
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	90.41%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met	
	Rate	Target	Rate	by LEA(Y/N)	
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	,			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	86.43%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	98.11%	N
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 929 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements		Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs					´ -			viors		
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 932 of 1108

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 13 - Secondary Transition: The Indicator 13 measurement was changed to reflect all Secondary Transition requirements under IDEA regulations. The data source for Indicator 13 is on-site monitoring of student IEPs for LEAs monitored by the State during the 2009/10 school year. **This is a Compliance Indicator.**

Indicator 14 - Post-School Outcomes: The Indicator 14 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	33.33%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 ') Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	90.91%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 6605 - LAVACA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	84.62%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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	9		
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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 937 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	7.87%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	92.31%	N
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	64.42%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	5.77%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements A) Posi Skill		itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 943 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	87.39%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 AYI 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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	2.86%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	_	B) Acquisition and Use of Knowledge and Skills **						viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	97.22%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	93.33%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	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%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	1	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	· '	B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs				' -			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	92.08%	Y
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	-	N/A

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	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	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate	+		
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	N/A
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of ou days.	Early Childhood (3-5)	99.49%	100.00%	100.00%	Y
	School Age (5-21)	98.47%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	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.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	9.40%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	99.14%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	86.84%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	5.84%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	- 1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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 Page 965 of 1108

A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	_	uisition ar wledge ar			1 '	f Appropr		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	85.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	94.44%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	63.02%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 ') Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs			, -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	97.54%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	92.11%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)	
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	85.93%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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.

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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: 7003 - JUNCTION CITY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	78.18%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	3.64%	Y

C) Other Settings outside the regular class

	, 8	,			
I	Percent of CWD with IEPs served	State	State	LEA	Target Met
l	in public or private separate	Rate	Target	Rate	by LEA(Y/N)
	schools, residential placements, or homebound/hospital	2.82%	2.56%	0.00%	Y
- 1			ı	I	

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements A) Positive Social -Emotional Skills* B) Acquisition and Use of Knowledge and Skills **							viors					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			,
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	86.96%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	, -			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behavi to Meet Their Needs			viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	83.33%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	59.38%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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.

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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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		ocial -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Beh to Meet Their Needs			, =			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	7.14%	Y

C) Other Settings outside the regular class

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Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State	State	LEA	Target Met by	
	Rate	Target	Rate	LEA(Y/N)	
typically developing peers.	This indicator is not being reported at this time .				

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			′ =			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	72.53%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	7.85%	Y

C) Other Settings outside the regular class

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I	Percent of CWD with IEPs served	State	State	LEA	Target Met
l	in public or private separate	Rate	Target	Rate	by LEA(Y/N)
	schools, residential placements, or homebound/hospital	2.82%	2.56%	0.00%	Y
- 1			1	1	

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 1000 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma. 81.42%	77.00%	80.00%	Y	

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	59.52%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	8.33%	Y

C) Other Settings outside the regular class

, 8	,			
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal		uisition ar wledge ar			1 '	f Appropr		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 1003 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	75.00%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **							
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%		Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 7201 - ELKINS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	85.71%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	12.08%	Y

C) Other Settings outside the regular class

7 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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%	- 1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	98.48%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			,
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 1011 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	93.75%	N
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 1012 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	88.46%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	tional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs				1 ' -			viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.05%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	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.

Note: -- denotes not applicable Page 1016 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	54.10%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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	Υ	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	66.84%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behavior to Meet Their Needs			, <u>-</u>			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	87.02%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	99.48%	N
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	91.67%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	87.50%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal		uisition ar wledge ar			1 '	f Appropret Their N		viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.91%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	93.75%	N
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	95.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **						viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	95.71%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 1032 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	86.72%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	94.12%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	99.03%	N
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs				' -			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	95.59%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 1039 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	94.44%	N
of ou days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 1040 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	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%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%		N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary Statements	A) Pos Skil		ve Social -Emotional * B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			, -			viors			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	73.33%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%		N/A

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	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	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	N/A
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 1043 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	99.76%	N
or 60 days.	Early Childhood (3-5)	99.49%	100.00%	99.76%	N
	School Age (5-21)	98.47%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	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.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	81.20%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.77%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 1047 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 1048 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	78.73%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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	Υ	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	13.24%	N

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	, , , , , , , , , , , , , , , , , , ,			C) Use of Appropriate Behaviors to Meet Their Needs			viors					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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.

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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: 7303 - BRADFORD SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements		Positive Social -Emotional B) Acquisition and Use of Skills* C) Use of Appropriate Behaviors to Meet Their Needs			· -			viors				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	1	N/A

NOTE: * Including social relationships

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of inappropriate identification (e.g.			
monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	92.59%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 1060 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		we Social -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs				, -			viors		
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	92.50%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 1063 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	53.10%	56.93%	61.04%	Υ

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **				f Appropr et Their N		viors		
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	94.44%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 1068 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	90.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	0.00%	Y

C) Other Settings outside the regular class

	, 8	,			
I	Percent of CWD with IEPs served	State	State	LEA	Target Met
l	in public or private separate	Rate	Target	Rate	by LEA(Y/N)
	schools, residential placements, or homebound/hospital	2.82%	2.56%	0.00%	Y
- 1			1	1	

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with	State	State	LEA	Target Met by			
	Rate	Target	Rate	LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this time .						

Note: - - denotes not applicable

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Summary Statements	1 '	A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs				
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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%	- 1	N/A
2) The percent of preschool children 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.43%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	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.

Note: -- denotes not applicable Page 1072 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 7311 - SEARCY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	79.97%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal		Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs			viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	96.55%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	98.04%	N
of 60 days.	Early Childhood (3-5)	99.49%	100.00%	1	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 AYI 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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	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%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	-	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time .					

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	B) Acquisition and Use of Knowledge and Skills **						viors	
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	76.60%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%		N/A

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	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	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	N/A
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	99.75%	N
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
services that will reasonably enable the student to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	Y
periods.	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.

Note: -- denotes not applicable Page 1080 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	43.75%	N

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	0.00%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	93.75%	N
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	-	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	N
periods.	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.

Note: -- denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	87.50%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	9.90%	Y

C) Other Settings outside the regular class

, 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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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			viors						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	0.00%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 1087 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
or oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	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.

Note: -- denotes not applicable Page 1088 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	100.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	12.39%	Y

C) Other Settings outside the regular class

7 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time .						

Note: - - denotes not applicable

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Summary Statements	1 '	Positive Social -Emotional B) Acquisition and Use of Knowledge and Skills ** B) Acquisition and Use of to Meet Their Needs					· -			viors		
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	35.71%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State Rate	State Target	Target Met by LEA (Y/N)
related services that is a result of			
inappropriate identification (e.g.			
monitoring data, review of policies,	0.00%	0.00%	Υ
practices, and procedures under 618(d),			
etc.).			

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review	eview		
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
or 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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: 7504 - DARDANELLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2008/09 school year)

Percentage of CWD graduating with a regular	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	85.91%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u><</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	,			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs					
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	78.07%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: - - denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	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	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	83.33%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)			
in the regular class less							
than 40% of the day.	12.49%	12.51%	3.57%	Y			

C) Other Settings outside the regular class

7 8				
Percent of CWD with IEPs served	State	State	LEA	Target Met
in public or private separate	Rate	Target	Rate	by LEA(Y/N)
schools, residential placements, or homebound/hospital	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil		ocial -Emotional B) Acquisition and Use of Knowledge and Skills ** C) Use of Appropriate Behaviors to Meet Their Needs			· · · · · · · · · · · · · · · · · · ·						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%		N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	94.12%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	Y
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable

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^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Y
of to days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 1100 of 1108

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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	95.00%	Y

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	12.49%	12.51%	6.62%	Y

C) Other Settings outside the regular class

	, 8	·			
I	Percent of CWD with IEPs served	State	State	LEA	Target Met
l	in public or private separate	Rate	Target	Rate	by LEA(Y/N)
	schools, residential placements, or homebound/hospital	2.82%	2.56%	0.00%	Y
- 1			1	1	

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)			
typically developing peers.	This indicator is not being reported at this						
	time.						

Note: - - denotes not applicable

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Summary Statements	A) Posi Skil	itive Socia ls*	al -Emotic	onal	_	B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs			viors
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	- 1	N/A
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	95.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability	State	State	Target Met by
	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 1103 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	100.00%	Υ
of 60 days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%		N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
to meet the post-secondary goals.	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	Y
the alloted reveiw	Early Childhood (3-5)	100.00%	N/A
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: - - denotes not applicable

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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 innapropriate discipline polices, procedures, and practices which led to the disproportionate respresentation 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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
diploma.	81.42%	77.00%	1	N/A

Indicator 02: Dropout Rates (2008/09 school year)

Percentage of CWD, grades 7-12,	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
dropping out of school.	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 minmum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: # of CWD Tested ÷ # of 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

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A) Suspension/Expulsion

Percent difference of CWD with	Allowable	LEA	Target Met
out-of- school suspensions and	Difference	Difference	by LEA
expulsions totaling greater than			(Y/N)
10 days in a school year as			
compared to the same data for all			
children in the district.	<u>≤</u> 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 respresentation in discipline.	State Rate	State Target	Target Met by LEA (Y/N)
	0%	0%	Y

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80%	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
or more of the day.	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	State	State	LEA	Target Met
	Rate	Target	Rate	by LEA (Y/N)
than 40% of the day.	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	
	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	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)		
typically developing peers.	This indicator is not being reported at this					
	time.					

Note: - - denotes not applicable

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Summary A) Positive Social -Emotional Skills*			B) Acquisition and Use of Knowledge and Skills **			C) Use of Appropriate Behaviors to Meet Their Needs						
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent 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

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
involvement as a means of improving services and	Early Childhood (3-5)	84.92%	87.00%	79.59%	N
results for children with disabilities.	School Age (5-21)	93.56%	95.00%	100.00%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and	State	State	Target Met by
	Rate	Target	LEA (Y/N)
related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	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	State	State	Target Met by
and ethnic groups in specific disability	Rate	Target	LEA (Y/N)
categories that is a result of inappropriate			
identification (e.g. monitoring data, review			
of policies, practices, and procedures under	0.00%	0.00%	N/A
618(d), etc.).			

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

Note: -- denotes not applicable Page 1107 of 1108

^{**} Including early language/ communication and early literacy

Percent of children with parental consent to evaluate		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
who are evaluated within the State established timeline of 60 days.	Overall (3-21)	99.00%	100.00%	98.16%	N
of oo days.	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	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
by their third birthday.	99.14%	100.00%	99.44%	N

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and	State	State	LEA	Target Met
up with an IEP that includes coordinated,	Rate	Target	Rate	by LEA
measurable, annual IEP goals and transition				(Y/N)
services that will reasonably enable the student				
to meet the post-secondary goals.	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%	1	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 reponse rate for the district in year sampled. The district will be added to year six of the sampling plan.

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
on or before due dates; made revisions within	Overall (3-21)	100.00%	N
the alloted reveiw	Early Childhood (3-5)	100.00%	N
periods.	School Age (5-21)	100.00%	Y

^{*}Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, Early Childhood Outcomes, and Secondary Transition.

Note: -- denotes not applicable Page 1108 of 1108